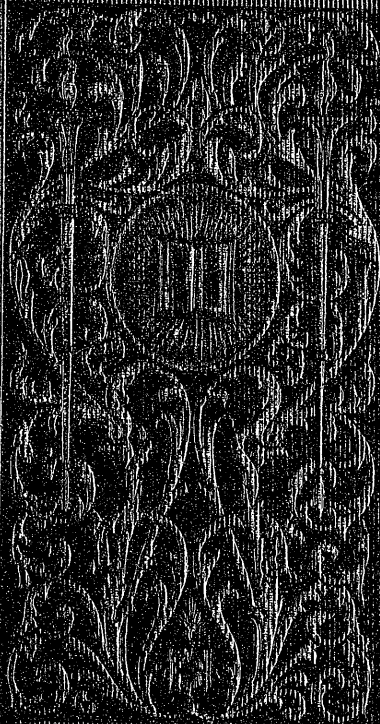


• PRACTICAL
PRIMARY PLANS



• ISRAEL P. BLACK •

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Practical Primary Plans

Practical Primary Plans

for

Primary Teachers of
The Sunday-School

Revised and Enlarged

By

Israel P. Black

11

*With an Appendix containing a List of
Helpful Books and Appliances*



NEW YORK CHICAGO TORONTO

Fleming H. Revell Company

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TO ALL THOSE WHO ARE
STRIVING TO TEACH THE LITTLE ONES IN THE
SUNDAY-SCHOOL THE IMPORTANT TRUTHS
OF THE WORD OF GOD AND
WHO ARE ENDEAVORING TO OBEY THE COMMANDS
OF THE GREAT TEACHER WHO SAID
"FEED MY LAMBS"
THIS VOLUME IS MOST AFFECTIONATELY
DEDICATED

**"THE BREAD THAT COMES FROM HEAVEN
NEEDS FINEST BREAKING"**

BY JULIA H. JOHNSTON

"The bread that comes from heaven needs finest breaking."

Remember this,
All ye who offer for the children's taking,
Nor give amiss.
The desert manna, like to coriander,
With honey taste,
Was gathered at the word of the Commander,
With cautious haste;
"A small, round thing," and not in loaves for eating,
The manna fell,
Each day the wondrous miracle repeating,
As records tell.

So make it small, the bread of God, life-giving;
The child is small,
Unskilled in all the strange great art of living
That baffles all.
Be mindful of the little ones, and feed them
With living bread;
But break it for them as you gently lead them
To Christ, the Head.
With skill and pains and loving forethought tender,
Provide the fare;
Remember that their powers at best are slender
For whom you care.

Young souls immortal claim your constant tending;
To these be true.
Be sure to give the bread from heaven descending—
Naught else will do.
Mix not with earthly things, that cause distraction,
The bread divine;
The Word itself has infinite attraction,
Yet—break it fine.
Nor let them lose, for any selfish reason,
The measure due;
Remember, for their portion in due season,
They look to you.

"I took a piece of plastic clay
And idly fashioned it one day,
And as my fingers pressed it still,
It moved and yielded to my will.

"I came again when days were past;
The bit of clay was hard at last,
The form I gave it still it bore,
But I could change that form no more.

"I took a piece of living clay,
And gently formed it day by day,
And moulded with my power and art,
A young child's soft and yielding heart.

"I came again when years were gone,
It was a man I looked upon;
He still that early impress wore,
And I could change him nevermore."

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Introduction

IT is the work of parents and teachers, called of God, to develop human souls from their chrysalis state. Working together with God, harmony and strength will be the result. It is ordained of God that those who are thus assisting him shall take counsel together, and so in a sense there may be said to be radiation of helpfulness, which creates an atmosphere that is highly conducive to the development of these young souls. The argument of helpfulness was used to induce the author of this book to place before teachers the plans that he had found to work so well in his own class; hence he gives us, not theories, but practical plans. To follow out the suggestions made herein will certainly result in better-organized, better-conducted, better-taught primary classes in our Sunday-schools.

And what will better classes accomplish? The answer is: Saving truth and living grace will be so adapted to the lives of the little children that they will be trained from the beginning to be little servants of God. The author certainly has the spirit of his Master, who said, "Suffer the little children to come

Introduction

unto me, and forbid them not." He has planned wise things for teachers to do in order that they may not lead God's little ones astray. Primary teachers have long been asking for just such a guide as this book must be. Let them now take it and use it conscientiously and prayerfully and diligently, knowing that the plans will work, because the author has not only tested them himself, but he has also conveyed them to others in primary unions, institutes, and conventions, who have in turn also made them work. What some teachers have done, others can do.

MRS. WILBUR F. CRAFTS.

Preface to Revised Edition

SOME years ago I prepared a series of articles for *The Sunday-school Times* on methods of primary work in the Sunday-school. These papers met with a gratifying reception, and frequent requests have since been made for their publication in a more permanent form.

The publishers of *The Sunday-school Times* having very kindly granted permission for such use to be made of these articles as would best promote the work of the primary class, I have adopted them as the basis of these chapters, revising when necessary to conform to the latest methods of primary class work, and also adding much new matter. It has been my chief aim to be directly practical.

Primary teachers are continually asking, "How can I do my work? What helps can I find? Where can I find them?" To meet the needs of this class of teachers these chapters have been written. In their preparation I have made use not only of my own experience, but also of that of many prominent teachers who are engaged in the same line of work.

The first edition of Practical primary Plans was issued in 1897. Since that time the demand has necessitated the issuing of several editions. At the time of the first issue such methods of work as The Beginners' Class, The Cradle Roll, Grading and Supplemental Lessons, Training of Teachers, and the Home Department, were just coming into prominence. These and other methods are now firmly established, so that it

Preface to Revised Edition

has become necessary to add entirely new chapters, and also to make changes and additions in other chapters.

At the request of many Primary teachers who are interested in the success of the next higher department to which their scholars are transferred, I have added a chapter on the junior department. For want of space this is confined to suggestions only, which it is hoped will be stimulating and helpful, so that before long every school will have a well organized junior department.

The list of books and appliances in the Appendix, which has been of great value to teachers in the past, has been thoroughly revised to date. For want of space it has not been possible to include everything that is published for the primary and junior teacher. I have, however, selected those which I consider of the greatest value to the teacher.

The importance of the primary department is becoming more and more apparent. It is the duty of every primary teacher to be thoroughly prepared for the work. It is the aim of this little volume to offer plans and suggestions which it is hoped will prove of much practical usefulness to all who are interested.

This volume is sent forth with the prayer that through its ministry many may be profited and helped in this labor of love ; that the teacher's interest and usefulness may be largely increased ; that the quality of the work may be greatly improved ; that the little ones may be richly blessed ; and that the progress of the kingdom of God may be hastened.

I. P. B.

Philadelphia, Pa., 1903.

I

Class Organized

WORCESTER defines "primary" as "first in order; that which stands highest in rank or importance." The same author says "organization" is "the act of putting things in readiness for operation." I condense these definitions, and obtain as our subject, "the putting in readiness for operation that which stands first in order and highest in importance." Every kind of work, be it secular or religious, requires a perfect organization. Failure to organize well means failure of success.

First in importance in the primary work of the Sunday-school I place its classification. To establish an inflexible rule for this would be impracticable. Superintendents vary in ability, class-rooms are of various sizes and locations, exercises differ in each separate school, and the children are not always of uniform age and ability. Superintendents taking charge of the primary class have this difficult question to solve: "Shall I teach my scholars as one class, or

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shall I arrange them in small classes, with a teacher for each?" Granted that you have a separate room, located so as not to interfere with the exercises of the older classes, the first question to solve is, "For which plan am I, the superintendent, *best fitted*? Which will be better and easier, to do all the teaching, or to divide it with others?" Having settled this question, you are ready for work on the plan selected, always bearing in mind that you should not try to follow the plans of others who have been successful, unless you feel reasonably sure that your ability and surroundings will enable you to attain to the same measure of success. A plan that suits a school in one place might be a failure in another, when carried out by a different person.

Advantages.—Let us first look at the advantages of the one-class plan. It is claimed: *first*, that the class is under the control of one person and one mind; *second*, that uniformity of teaching is secured; *third*, that children join in more concerted exercises; *fourth*, that regularity in visitation is possible; *fifth*, that it is adapted to all sizes and locations of rooms; *sixth*, that it is suitable for all kinds of pupils.

Difficulties.—The difficulties of the one-class plan, as seen by one of our most successful teachers, are: *first*, in keeping a record of attendance; *second*, in the teacher's becoming acquainted with the children; *third*, in visiting absent children; *fourth*, in keeping order; *fifth*, in adapting instruction to different ages and mental capacities; *sixth*, in making personal ap-

Class Organized

plication of the truth to each child ; *seventh*, in filling the place of the superintendent when absent.

I reply to these difficulties from my own experience. *First*, the record of attendance can be more accurately kept by one acting as secretary, whose whole time is given to the work, than by many who have other matters to occupy their time. *Second*, one faithful superintendent, who greets all the children as they enter the room, and has a word with each, and visits the home, can easily know all the scholars. *Third*, a visit from the superintendent is more prized than one from the assistants. Such a one, who will visit, accomplishes more than many teachers who are indifferent to the work. *Fourth*, plenty of assistants will possibly preserve better order ; but if the exercises are varied and interesting, even the mischievous boy will want to stop his play and listen. Children cannot be kept in order by force. Give them something to do, and the order will quickly take care of itself. *Fifth*, instruction can be adapted to any age. The superintendent who can interest and instruct five-year-old pupils will have no difficulty with the older ones. *Sixth*, the truth can be pressed home to the child by one earnest teacher, who aims to make it personal, equally as well as by many who are not heartily teaching the lesson. *Seventh*, if the superintendent is absent, one can easily be found to fill the place temporarily from among the assistants, who are required in all classes, and who soon become familiar with the work.

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Advantages.—We will look at the advantages of the subdivided-class plan.

In the "Chautauqua Normal Outlines for Primary Teachers" the author (Mrs. W. F. Crafts) advances many reasons for preferring the small classes. Let us glance at and try to answer some of them.

First. "Because the children get the benefit of two presentations of the lesson, in perfect harmony, by the preconcerted arrangement between the superintendent and teachers."

Answer. This is all very true, provided the superintendent has time to meet with the class-teachers, and ability to teach them the lesson, so that there may be harmony in teaching; provided, also, the class-teachers teach only such portions of the lesson as they have been instructed upon.

Second. "Because there is time and opportunity for developing reticent or dull children through the class-teachers."

Answer. This is good only in theory; for if the class-teacher instructs the children in the lesson of the day, —and the time usually allotted does not exceed ten minutes, more frequently only five,—how often would there be time to devote to this class of scholars?

Third. "Because the peculiar temptations which surround each child may become known."

Answer. This point is good. To be carried out it requires the teacher to know the home life and the daily temptations of each child. This emphasizes the importance of frequent visitation.

Class Organized

Fourth. "Because each child may be called by name."

Answer. This also may be done under the one-class system. The same method which enables a teacher to know personally a small class will work in a larger class.

Fifth. "Because absentees can be faithfully visited."

Answer. I am not willing to grant that a teacher of ten children *will* visit more regularly than one who has charge of more. If the inclination is wanting, the visits will not be made. The experience of superintendents in the older departments of the school will bear witness to this fact.

Sixth. "Because good order is promoted by the presence of a number of teachers."

Answer. In one sense this *should* be true, but suppose a number of *teachers* are out of order? And if they are selected from young people, as is so often advised, they are very apt to be thus thoughtless.

Seventh. "Because, when transfers are made to a higher department, the teacher and class are still held together."

Answer. This is the strongest point of the class system. The subject of transfers is one of anxiety and trouble, and is increasingly so. This would always solve the question of suitable teachers for the classes to be transferred, and would often prevent the loss of scholars which so frequently follows the transfer.

Eighth. "Because the primary department gradu-

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ally yields a supply of experienced teachers for the main school."

Answer. Why should the lowest department supply teachers for the higher grades? In the secular schools this order is reversed. Primary superintendents who faithfully do all the work placed upon them have no time to conduct normal classes to train teachers for the higher grades of instruction.

Difficulties.—We will look at the difficulties of the subdivided-class plan.

The "Chautauqua Normal Outlines for Primary Teachers" makes mention of these six important difficulties: *first*, to find teachers; *second*, to fill places of absent ones; *third*, to secure unity of action; *fourth*, to get a competent superintendent for a subdivided class; *fifth*, lack of proper accommodations; *sixth*, inferior teaching to that which might be done by one head teacher.

I comment on these by number:

First. A small undivided class would not experience this difficulty as would larger classes.

Second. This is serious, as little children need regular and punctual teachers. I once visited a subdivided class of five hundred children, with a roll of forty-two teachers, sixteen of whom were absent. This caused much disorder.

Third. Unity of action can be secured only by weekly teachers' meetings, which few busy primary superintendents are able to maintain.

Fourth. It is much easier to procure a teacher for

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one class than to find one competent to direct a number of teachers.

Fifth. Subdivided classes require larger rooms than are generally provided.

Sixth. One earnest, consecrated, devoted, capable superintendent can teach far better than a number of indifferent teachers.

One teacher says: "Under the subdivided arrangement the adult teachers—one for every ten pupils—seemed to fill the room to overflowing. They loomed up in front and cut off the view; in fact, the little ones were literally overwhelmed by them."

Another says: "When the Sabbath-school is so fortunate as to have a primary superintendent who has time and ability to train her assistant teachers in weekly meetings, and the teachers have both time and disposition to attend regularly, and great care is exercised in the choice of teachers, a high ideal may be reached by the class method."

Some superintendents subdivide in the junior grade of the school, where the children are above nine years of age, arranging the children in classes of six, and promoting teacher and scholars. It is better to do this where the ages of the children range from three to ten years. (See junior department.)

The one-class plan can be pursued in large or in small schools. The subdivided is most successful in classes of larger size. The one-class plan will always succeed in the country school, where the lack of room

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The one-class plan can be pursued in large or in small schools. The subdivided is most successful in classes of larger size. The one-class plan will always succeed in the country school, where the lack of room

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restrains the superintendent from adopting the other plan.

First, let primary superintendents be fully persuaded as to which plan they are best fitted for by mental capacity; *second*, let them consider the time at command in which to prosecute the work; *third*, they should also carefully study which plan will be best suited to the children; and *last*, though not the least, the size and location of the room must have great weight in the decision.

Among the advantages claimed for the undivided class on the one hand, and for the divided or subdivided class on the other hand, there are a number of points or principles equally applicable to each. I desire to mention the advantages which I have found can be gained by combining the good points of each system.

I have divided my class of three hundred into eight divisions, giving each assistant nearly forty children, for whom I hold her responsible. I require all assistants to be present a half-hour before opening the school, that they may have time to become acquainted with their scholars, look after their hats and coats, and attend to the recitations of the golden text and other lessons. I desire these assistants to help the children in the responses and singing, and to preserve order where necessary. I seldom interrupt the general exercises to call a child to order. I also request the assistants to remain after school to hear the recitations of those who, from any cause, were unable to

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recite before the beginning of the session. Each assistant is provided with a ruled book in which is kept a record of the lessons recited. A faithful account of these I require, in order that a quarterly report may be sent to the parents. The assistants by this record can know each child's attendance, recitation, and conduct, all of which are noted on the quarterly report. This report is a powerful stimulus to the parents to assist in the work. The children enter the room from two directions,—boys and girls being thus separated,—and go directly to a table on which are placed the roll-book and the collection-box. The secretary marks the attendance, and the child at the same time deposits his money in the box. The secretary has thus secured the attendance in the general roll-book, and so have the assistants in their books. The child is also relieved of the penny before he has had an opportunity to play with it, and perhaps drop it upon the floor. Against each name is noted the amount of money brought. This also appears in the quarterly report. These reports are printed on postal cards. (See Chapter XIX.)

Each assistant is expected to visit every child once during the year, and oftener in cases of sickness, blank forms being used for making monthly reports of visits. I do not care to select assistants from any one class of persons. I have mothers of the children, young women, and young men. Experience has taught me that for faithful, reliable, and conscientious work the mothers make the best assistants. Where

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there is a large element of young Christians in a church, it is not right to ignore them, for they need the training and discipline which they can get in this kind of work. It should help to fit them for better work in the future. I have had some measure of success in interesting young men to take divisions of boys from six to seven years of age, and gradually moving them up till they reach the highest grade, when, if competent, I allow them to select a small class and to become its teacher as soon as the boys are ready for transfer. I have often asked young people of both sexes in the main school, who I knew desired to teach, to come into the primary class, and have assigned to each of them ten of the oldest scholars. I require them to perform the same duties as the regular assistants for a certain number of weeks; then transfer teacher and scholars. In this way each child becomes acquainted with the teacher, and the teacher has a little insight into the child's disposition and habits, and can also take notice of the method by which the child has been taught. This plan has always worked well; and as many of the regular assistants prefer to remain in the primary department year after year, we are thus enabled to provide new teachers for transferred classes.

Each child has a separate seat, numbered, which number is recorded on the assistant's and the secretary's roll-book. I do not expect the assistants to teach any lesson. They do not have the opportunity, as I desire them to use their time and influence in en-

Class Organized

couraging the scholars to commit the golden texts and whatever else they may be able to learn. They can accomplish this object on Sunday, or during their visits at the homes. In a primary department where the ages of the children range from three to eleven we have about four grades to teach, so I have divided the class into four grades in the matter of recitations. The first class is composed of the youngest or kindergarten grade, who learn only the golden text; the next class learn the golden text and lesson hymn; the third grade learn the golden text, lesson hymn, and lesson truth; while the oldest ones learn the answers to the ten questions, and also the other three lessons. In this matter of recitations they are graded, although, as regards ages, they are more mixed than is *desirable*. But the primary class will always be so, until there is an intermediate or junior class in every school, to include all who have reached the age of eight or nine. We need the beginners' class in our primary schools, where the little ones from three to six years old could be separated from the older ones while the lesson is being taught, and taken into another room to be taught the lesson by the kindergarten method. We would then cease to see little heads nodding on warm afternoons while older brothers and sisters are being taught lessons beyond the comprehension of their little minds.

I conduct all exercises from a platform raised seven inches, using maps, charts, song-rolls, and blackboard, so that all can see and join in the exercises. It is

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my aim personally to see and greet every new scholar when he first enters the room, and assign him a seat in the division adapted to his age. Having thus received the child, and fixed the face and name in my mind, it is very easy to remember him.

In my experience this plan of organization has proved to have several advantages over either the one-class or the subdivided-class system. I can see no reason why it should not be successful in a smaller school, where only from one to three assistants would be needed. I believe that it has in it elements of success and usefulness fitted for any and every school.

II

The Class-Room

IN this chapter I assume that we have a separate room, located so as not to interfere with the main school in its exercises. In another chapter I will try to help the discouraged teacher who is compelled to teach the little ones in the corner of the room occupied by the main school. (See chapter 13.)

In considering the class-room for the primary school the subject divides itself into three parts: *first*, the room located; *second*, the room furnished, or the appliances needed; *third*, the room adorned. We will look at these in order.

Good Location.—There are some points essential in making a location the very best. *First*, it should be on the ground floor, where children do not have more than one step to climb. *Second*, it should be on the sunny side of the building, to give cheerfulness to the room. *Third*, where it is possible, there should be at least one entrance for the little ones independent of that of the larger scholars. This is important, as a

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means of safety in case of panics, and also to expedite the regular dismissal. *Fourth*, the room should be so located that the class will be free to open and close their exercises without being obliged to join with the main department. Such a union with the main school consumes the time and strength of the teacher, and gives no adequate advantage to the children. The partitions between the rooms should be so built that the noise from either school will not interfere with the exercises of the other. *Fifth*, the room should be so arranged that scholars will not face the class as they enter, and visitors will not be compelled to sit in front of or at the sides of the school. *Sixth*, let it be so located that proper ventilation can be obtained without currents of air blowing upon the children. Good air is of *great importance*, as bad order is often caused by an impure condition of the atmosphere. *Seventh*, the room should be so located that the children will not be compelled to sit facing the windows. They should sit with their sides or their backs to the light.

Poor Locations.—*First*, on the second floor of the building. *Second*, a room in which artificial light is required every afternoon of the year. *Third*, one which can be entered only by passing through the main-school room. Where a church is not able to provide a separate room for the primary class the teacher has many difficulties to overcome. Nearly every church, however, could allow the primary class to locate in some corner of the main audience-room;

The Class-Room

and the large, high seats can be adapted to the comfort of the children by placing long footstools in the pews, which will rest the active limbs and take the place of the little chairs. A portion of a gallery can be so arranged, and a heavy curtain drawn in front of the class. Too many teachers are placed at great disadvantage in the location of the room in which they have to teach. Many church officers still believe that "any place is good enough for the little ones." I live in expectation of the good time when our building committees will ask the primary teacher, "Where would you like to have the primary room located?" I am sure the answers will rise as one vast chorus, "Let me have my little ones in the very best place in the church building." The early impressions are very important and lasting, and everything should be done to make the surroundings of a room appear homelike and cheerful. The room should be made such a place that the child will love to visit it every Sunday, and will look forward to it during all the week.

Furnishings.—In furnishing the room we should give important consideration to these five points: convenience, utility, attractiveness, comfort, and, in many cases, economy. Many teachers still advocate raised seats, either built upon steps or upon an incline. Having tried all plans, I have found that, while a teacher is brought nearer to the scholars by these raised seats, there are two great disadvantages, the liability of the little ones to fall on the steps; and the

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great temptation to slide down the inclines. Thus arranged, a room can never be used for any other purpose ; and where churches are limited in space and money the primary room must often be used for other gatherings.

It exerts a better influence upon the little ones to keep their room solely for religious instruction. To permit sociables and entertainments to be held in the same room where we are trying to teach reverence for God's house tends to secularize the place. Other places should be provided for the secular work of the school.

The Best Plan.—I believe the best plan is to have a level floor for the chairs, and a small movable platform for the teacher, raised about six or eight inches from the floor. For seating the scholars there is nothing better than small chairs. They can be purchased in all sizes, adapted to the ages of the children. Expensive ones are made of oak, and are very handsome. Less expensive ones are made of other woods, painted some bright color. They furnish the room very attractively. They may be solid or cane-seated. It is much better to dispense with the arms and to have only straight backs, as children with much clothing on are crowded in the arm-chairs. These chairs can be arranged in circular or in straight rows. They can be fastened together by a board placed under the seats, and the ends of each row can be secured by inserting the legs in iron sockets screwed to the floor.

Floor and Ceiling.—To add to the comfort and at-

The Class-Room

tractiveness of the room, place upon the floor a bright-colored carpet, which will prevent much of the noise that arises from bare boards. The walls of the room should be tinted some bright color. White walls are very bare and glaring in appearance, and cannot be kept clean. I know of a room where the ceiling is tinted a light blue with silver stars, and the walls a salmon color. The effect is very bright and cheerful. The expense was only a trifle more than ordinary whitewash.

Musical Instruments.—A primary room is not furnished without a musical instrument. When teachers are allowed to choose, they should always select a piano in preference to an organ. It secures better time, and the children sing with more animation, as it gives a distinct and leading sound. A cornet is also a great addition, if it can be afforded.

Tables and Closets.—Tables, with ample drawers for holding papers and books, are also required for the teacher and secretaries. Closets are very useful to hold the various articles needed. Some schools have large closets arranged with hooks for holding clothing, through which the children can march and deposit their wraps. A cabinet of curiosities is very useful in the class-room, and proves attractive and instructive. A clock should be placed where the teacher only can see it, so that the children will not be reminded of the passing time.

Blackboards.—A blackboard, on the wall or in a frame, or a Lapilinum cloth hung upon the wall, is

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absolutely necessary to the furnishing of every classroom.

Maps and Charts.—Maps of the Holy Land, of the Scripture world, and of Paul's journeys, are very useful. If found too expensive, maps can easily be made on large sheets of manila paper that will answer every purpose. Charts containing the Lord's Prayer, the Ten Commandments, the Beatitudes, and the Twenty-third Psalm can be purchased at reasonable prices, and will be found very useful. A set of stencils has become absolutely necessary to every well-appointed primary school. With these, a teacher can print on muslin or paper new songs, orders of exercise, or any of the charts mentioned above. They are not expensive. Stencils printing one-inch letters are the most useful. (For appliances see Appendix.)

Room Adorned.—How shall the room be beautified so that the eye shall be pleased, the mind instructed, and the heart led to think of the Giver of all beauty and good? If the teacher has plenty of money to spend, beautiful pictures can be bought to adorn the walls, and blooming plants can be purchased weekly from the conservatories. But a room can be made very attractive in many ways that cost but little money, and in this work the children will be glad to help. Mottos or passages from Scripture can be cut from colored papers and placed upon the wall to make it attractive. Banners can be cheaply made out of bright-colored cambric and ornamented with colored papers. Charts which illustrate some lesson

The Class-Room

truths, and are pictures in themselves, can be made out of heavy cardboard and either painted or ornamented with paper. Plants the children will gladly bring to adorn the room, and vases on the table can easily be kept filled with flowers by the same little hands. We must not aim to make our room so showy that the eye of the child will be fastened on its adornments, but rather let our aim be to have every beautiful object teach some truth that will lead the mind of the child to the Giver of all beauty. Aim to teach Jesus in every word you speak and in every service of the hour, as well as in everything you bring to adorn and beautify the children's Sabbath home.

APPLIANCES

At the Summer School of Primary Methods, held at Asbury Park, N. J., during July, 1897, a discussion regarding the appliances to be used in the primary class resulted in a decision that some are *absolutely essential*, others are *needful* and should be had if teachers are able to procure them, and still others are *desirable* and should be had if the appropriations will admit.

The lists are as follows:

Things Absolutely Essential

1. Some kind of room or space.
2. Some kind of seats.

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3. A class of scholars.
4. A teacher.
5. A Bible.

Things Needful

1. A separate room.
2. A musical instrument.
3. A blackboard.
4. A table or desk.
5. A cabinet.
6. Low seats or small chairs.
7. A class Bible.
8. Pictures on the walls or to pass around the class.
9. A record-book.
10. Collection-boxes or -baskets.
11. Shades for the windows.
12. Windows opening at the top.
13. Doors opening outward.
14. Singing-books.
15. A clock.

Things Desirable

1. A sand-board.
2. Picture-roll.
3. Picture-cards.
4. Library books.
5. Outline maps.
6. Colored crayons.
7. Music scrap-book.

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8. A bell (?). (Difference of opinion.)
9. Plants.
10. Birthday bank.
11. Hooks for clothing.
12. Awnings for the windows.
13. Charts.
14. Song-rolls.
15. Carpet.

III

Class Enrolment

THE success of any organization depends very much upon the ability of the general officer to place his hand at any time upon all its members. The work of a primary superintendent requires this careful oversight of every member of the class. At the close of every session he should be able to say, "All present or accounted for."

A good secretary and a carefully kept roll-book are very essential to the accomplishment of this object. To secure and retain a secretary who will be constant and faithful is a work of time and patience. It is often said that almost any one can fill this position; but the imperfect manner in which this work is generally performed plainly indicates that it has often been assigned merely to the most available person. It is of the greatest importance that in this department of the class work there should be method and order. Not only is it indispensable to the superintendent, but very important to the scholar.

Class Enrolment

1. Some superintendents select from the assistants one who is familiar with the face of each scholar to sit before the class and quietly mark the attendance during the exercises. This is objectionable: it tends to divert the attention of the class, and some may be overlooked in the marking; besides, the absence of this regular marker for even one Sunday must necessarily cause an imperfect roll.

2. By another method, every quarter a card is distributed, bearing upon it thirteen coupons, on each of which is the number of the child. The superintendent receives one of these detached coupons as the child enters the room, and at the close of the session the roll is marked from the collected coupons. If a child should forget the coupon, and the superintendent should overlook his presence, the child's name will remain unmarked.

3. Some superintendents have prepared numbered envelops, the numbers on the envelops corresponding with the numbers on the roll. This envelop contains the collection-money, and is handed to the secretary as the child enters the room. On it is printed the following: "If you should forget the envelop, be sure to give your name to the secretary as you enter the room, or you will not be marked present." This "forgetting" will happen very often among the "little ones" of the class.

4. One superintendent has a board with as many hooks in it as there are members of the class. On these hooks are hung small round ivory pieces, on

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each of which is a number. Before the session these all show the blank side. When a child enters the room he goes to the board and turns his number so that it shows. This keeping of their own record is said to be much enjoyed by the children. At the close of the session the superintendent can at a glance see how many were absent, and follow them up.

5. Some superintendents use punch cards, on which are fifty-two places to punch for attendance at Sabbath-school, and as many more for church attendance. The former are designated by a large S and the latter by a C. The name of the school and the child's name and residence are also on this card.

6. The most "ancient custom" is calling the roll. This may answer in very small schools, but is impracticable in a class of any size. It always tends to disorder, and the time thus occupied could be used to better advantage.

How to Secure a Good Secretary.—Select some person who is a bookkeeper and knows the value of accurate accounting for everything—some one who will enter heartily into the work, and will not be kept away by inclement weather, and is not subject to Sunday headaches. Young men who were formerly members of the class, and still have some affection for it, often desire to return and assist in the work; they can be placed in this position to good advantage. They will not require such careful oversight as must be given to strangers to the class methods.

One Successful Method.—Having secured two sec-

OXFORD PRESBYTERIAN CHURCH SABBATH-SCHOOL

PRIMARY CLASS

ROLL-CARD


Scholar's Name, _____

Residence, _____

Day and Year of Birth, _____

Parents' Church, _____

Date, _____

 Parents will please fill this side of the card, and return it by the scholar.

(OVER.)

PRIMARY CLASS

OXFORD PRESBYTERIAN CHURCH SABBATH-
SCHOOL

DEAR PARENTS: You can aid us very much in our work. Our teaching will need all the help you can give to accomplish what we desire.

You can give us aid

FIRST—*By reading over the lesson with the children before they come to the school.*

SECOND—*By teaching the verses on the lesson card, so that the children can readily repeat them.*

THIRD—*By carefully questioning them upon what they have learned during the afternoon.*

FOURTH—*By your prayers and sympathy for the work, and an occasional visit to the school.*

Our school commences at 2.30 P.M. The doors are not opened till 2 o'clock. (As one tardy scholar will disturb the whole school, start your children in time.)

The scholars will be visited at least once a year, oftener if possible. In case of sickness, and the parents or little ones desire to see their teachers, do not take it for granted that we know they are sick, but send word to us.

We shall always be glad to have you visit the school, and see for yourselves how your children spend their Sabbath afternoon.

We aim to teach Jesus Christ and his love for the "lambs of the fold." Pray for us that our work may not fail.

ISRAEL P. BLACK, *Superintendent.*

MRS. ISRAEL P. BLACK, *Associate Supt.*



Please tear off this side of the card and retain it at home where you can often read it.

Class Enrolment

retaries for the work, I station them at the entrance to the class-room, seated at a table in such a position that not one child can enter the room without passing before them. Upon this table are placed the roll-book and the collection-box.

Let us now follow a little one as he presents himself for admission to the class. I take the little stranger by the hand, and, after a few words of welcome, present him to the secretary for enrolment in the enrolment-book. In this the secretary enters the date, name, age, residence, and by whom introduced to the class. He then hands the child a doubled card (see Specimen No. 1), carefully explaining what use is to be made of it.

When the blanks on this card are filled in and it is returned to the secretary on the following Sunday, I have, from the parents, by their own hand, all the information I require.

If there is any doubt as to the child's becoming a regular scholar, it is very useful to have a small book, called an irregular roll, in which to enter the name. When the child, by an attendance of several Sundays, gives evidence of becoming a permanent member, the name can be transferred to the regular roll.

Roll-books.—Many kinds of roll-books have been prepared for the primary class, but it is more satisfactory for teachers to prepare a book adapted especially to the wants of their own school. This can easily be done with large sheets of paper, a ruler, and blue and red ink. Following the plan of the above-

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described roll-cards, I have had books ruled with columns to show name, seat, age, birthday, residence, parents' church, one attendance column for each Sunday of the year, total attendance for the year, and remarks. This ruling will answer for schools which observe the birthdays of the children, and which assign to each one a particular seat.

The names should be arranged alphabetically, to facilitate the marking of attendance. In large classes it is better to have separate books and secretaries for the boys and the girls. In a roll thus prepared the secretary has a record of each scholar, and can also refer to the number of seat if not remembered by the child. The attendance is marked by a cross, and the amount of collection is placed over this mark. Attendance at some other school, when away from home, counts the same as attendance at the home school.

It is the duty of the secretary to ascertain from the child the cause of absence, and to note it in the attendance column. This will save much trouble at the end of the school year when making up the record for the rewards for attendance.

Absentees.—At the close of the session the teacher should look over the roll-book and ascertain who are absent; those who have been absent over two Sundays should be visited at once.

Visiting-lists should be handed to teachers of the different divisions before they leave the room. It is not only important that the teacher should note the

Class Enrolment

absence, but it is encouraging to the children to know they have been missed from their accustomed places. Watch the irregular child more than those whose faces you are sure to see every week. It was the one astray, not the ninety and nine safe in the fold, that the shepherd longed to find. If possible, let the child's absence be known in the home the same afternoon, by a personal visit or by a note sent by a neighboring child. Where this is not practicable, a postal card similar to the following will answer a good purpose:

OXFORD PRESBYTERIAN CHURCH,
PRIMARY CLASS.

189 .

DEAR SCHOLAR: We were very sorry to have to mark you absent this afternoon. We hope you are not sick, and that we shall see you in your seat next Sabbath.

The Golden Text for next Sabbath is found in the verse of the chapter of . Try to learn it during the week, and come early next Sabbath, so as to recite it to your teacher.

Your loving friends,
MR. and MRS. ISRAEL P. BLACK.

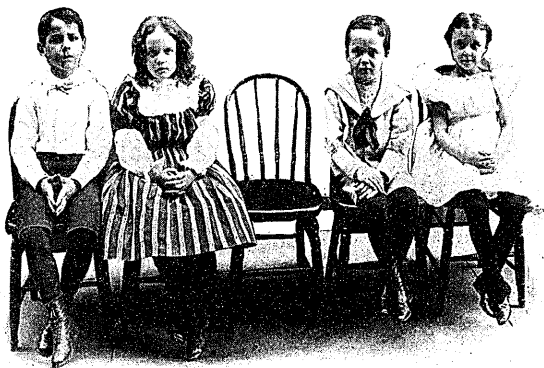
A systematic superintendent and an orderly secretary will keep a firm hold of the little ones. A good secretary will be able every month to note the percentage of attendance to the total number, and to

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know whether the class is increasing or decreasing in attendance. In many city schools primary classes are regular "runaways." I know of some classes that receive on an average a hundred and fifty new scholars annually, and yet at the close of the school year are not able to count over fifty of them as permanent members. Perhaps a more careful watch on the part of the officers would make a greater proportion of these permanent. In the country, where there are fewer schools to attend, we do not find the same annoyance.

Enlarged Rolls.—Children in the city have been known to be enrolled in four different schools at Christmas-time, and to be wide-awake enough to attend the entertainment of each one. Some of our best primary teachers advocate receiving all who will apply at these holiday times. It is injurious to the child to think only of the "loaves and fishes," and such a practice is certainly demoralizing to the roll of any well-organized class. A careful revision of the roll at this season, and limiting the time for the reception of new members to a few weeks before Christmas, will soon do away with this little Sunday-school "tramp" and give us clean roll-books and good, permanent scholars.

The vacant chair.—When unable to visit scholars who have been absent two Sundays I have used the following cut and letter to very good advantage. The cut was obtained by seating four members of the class and leaving one seat vacant. It always interests the



OXFORD PRESBYTERIAN CHURCH,
PRIMARY CLASS.

DEAR SCHOLAR: We were very sorry to notice that your chair was vacant last Sunday. We missed seeing your face and hearing your voice joining in the songs and recitations. We sincerely hope that you were not sick. It would give your teachers sorrow to learn that you were absent because you did not wish to come to Sunday-school, and that you loved some other place on Sunday afternoon, more than you loved God's house.

We trust you will learn the Golden Text and Lesson Hymn during this week, and come early next Sunday, so as to recite them to your teacher before school opens.

Your loving superintendents,
MR. and MRS. ISRAEL P. BLACK.

Class Enrolment

class to see some of their own number. This form has almost always brought the child on the following Sunday, or the mother with an explanation.

OXFORD PRESBYTERIAN CHURCH,
PRIMARY CLASS.

DEAR SCHOLAR: We were very sorry to notice that your chair was vacant last Sunday. We missed seeing your face and hearing your voice joining in the songs and recitations. We sincerely hope that you were not sick. It would give your teachers sorrow to learn that you were absent because you did not wish to come to Sunday-school, and that you loved some other place on Sunday afternoon, more than you loved God's house.

We trust you will learn the Golden Text and Lesson Hymn during this week, and come early next Sunday, so as to recite them to your teacher before school opens.

Your loving superintendents,

MR. and MRS. ISRAEL P. BLACK.

New Methods.—A large primary department has recently systematized its records under four divisions by means of the new card system, that is, using cards instead of recording the information in fixed form in books. These cards are placed in boxes, and can be consulted without displacement. One box contains the enrolment cards, each with its number, giving name and address of pupil, parent's name and church, pupil's school grade, date of birth, date of entering Sunday-school, class number, and teacher's name. A second set of cards gives the names of the children alphabetically, referring by number to the corresponding enrolment card. A third set arranges the children according to street and number, so that calling may

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be made easier, and the fourth is the birthday record, from which the secretary, each Sunday, makes out the list of birthdays for the coming week, that the superintendent may send the birthday letter.

Attendance Chart.—The following plan is used by Mrs. W. P. Buck of Taunton, Mass., in her primary department. For each class in the department there is hung upon the wall a sheet of card-board with the names of the class down the left, ready to receive the record. These cards are fastened together by a cord passed through eyelet holes made at the top of each sheet. The record is kept by using Denison's "Merit System" gummed seals. No. 3, which is a red and white circle, is used for Sunday-school attendance. No. 5 is used if the child attended church also. This is red and white with a blue centre. The child's absence is shown by an empty space. At the end of the quarter the sheets are cut in strips, from left to right, and each child is given his own record to keep. In cases of sickness the children often find, in the empty spaces, a loving note of sympathy from class teacher or superintendent.

IV

The Class Visited

THE primary class having been well organized and properly enrolled, the next question that meets the superintendent is, How can I continue to interest the scholars and to maintain my hold upon them? The room may be beautiful, the teaching almost perfect, and everything possible done to interest and instruct the children during the one short hour, and still the superintendent may be conscious of a lack of power to hold the scholars. The best plans for securing and retaining this hold should be considered.

The old-fashioned method of systematic visitation is still the best, and may be discussed under three heads: *First, why* there should be visitation. *Second, when* it should be done. *Third, how* to do it.

Under the *first* head, let it be observed that the home should be visited: (1) in order to form a better acquaintance with the child; (2) that the teacher may come in contact with the parents. No one who has not a personal acquaintance with the scholars before

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him can successfully teach upon the Sabbath. As has been truly said, "Attempting to teach even little children without knowing their temptations and surroundings is somewhat like a game of blind-man's-buff, the teacher having the bandage over the eyes; but, unlike it, it is not a game of innocent sport, but a sad and hopeless struggle to find souls." The superintendent should know the home surroundings of each scholar and the daily temptations and trials of each little life.

An acquaintance with parents is also necessary, in order that the superintendent may know their religious life and how much interest they take in the spiritual training of their children; and also that he may ascertain how much assistance they render the teachers in the work. Most parents do not know how to instruct their children in religious truths. They are willing to spend hours in helping them with their secular lessons, but do not know how to interest them in learning even the Golden Text.

A visit from the superintendent will be the means of explaining the requirements of the school; and a kind explanation of the manner of teaching religious truths and verses may give much light to the parents.

Superintendents should realize that they instruct the scholar but one short hour in the week, and that parents either help or hinder the work in the many hours they have charge of the child. Superintendents need to take the parents into partnership as soon as possible—not a silent partnership, but to make them

The Class Visited

full, active members. In this home life to which they are thus admitted teachers will often find helps and illustrations to aid them in teaching. It is also a source of encouragement to learn from parents how much of the Sunday instruction is retained and brought home by the children.

Furthermore, it is a great advantage to know the worldly condition of the parents. Pride often hinders them from sending their children when they are not properly clothed. It is the duty, and should be the pleasure, of the superintendent to assist in clothing the needy through the church agencies organized for this purpose.

A prominent primary teacher once said: "Visiting is indispensable, and yet visiting is formidable to most young teachers. 'Why, when I get there I don't know what to say.' My dear girl, the rule that holds good in society holds good here. Forget yourself and be natural. It is not necessary to talk religion; neither is it necessary studiously to avoid the subject."

Secondly, When should the scholars be visited?

1. A *new* scholar should be visited as soon as possible after being enrolled as a member of the class. It is a great event in a child's life when he or she is able to say, "My teacher came to see me to-day." It is very important to visit the new scholar, so that the teacher may properly explain to the child, as well as to the parents, all about the lessons required to be learned, and the rules governing the school.

2. An *absent* scholar should be visited. One ab-

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sence should be cause for a visit. The child may have been absent from want of interest either on the parents' part or on his own, and a visit from the superintendent or teacher will tend to awaken fresh interest in the school. There should always be some *systematic rule of visitation*. It should be done at least quarterly, and oftener when possible.

Reports of these visits should be made to the superintendent. I have had blanks prepared for this purpose (see Specimen No. 2), which I hand to my assistants, with the request that they be returned to me every month with the list of visits made.

3. A *sick* scholar should be visited. No excuse will answer for neglect of this duty. The death angel is swift in his flight. Do not let his visit precede yours. It is the rule to send for the doctor when sickness occurs, but the teacher is supposed to know it from intuition. How mortifying to hear such words as these: "My Willie was sick for four weeks, and his teacher never came near him, and she passed down the next street nearly every day!" The teacher did not know Willie was sick, but ignorance is no excuse for thus neglecting one of God's little ones. Carry a few picture-cards, or flowers, or a little fruit. Always drop a few loving, tender words of sympathy, and do not forget the prayer at the bedside of the little one. Such visits will never be forgotten.

Christmas season is a good time for visiting. Look in on the children at this joyous time, and laugh and play with them. It will do them good, and make

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youthful the heart of the teacher. For some years it has been my custom to visit the children on this day, making very short calls, and looking at their trees and presents. It always pays well. A call of a few moments on the child's birthday, with a small card of remembrance, is a source of pleasure to the little one.

To summarize: visit *new* scholars, *absent* scholars, *sick* scholars. Call on them in their joyous times and in their hours of sorrow and sickness. Touch the home all you can; you will be a better teacher and you will be greatly helped in your work.

Thirdly, How shall the visit be made? Go in the spirit of the Master: to do good to all in the household; to teach the child more about religious truths upon which you can barely touch on Sunday; to teach the parents, by your example and precept, the lessons of the blessed Saviour. You may be the only follower of Christ to enter the house, and your opportunity to do good should not be lost. In getting into the child's life, do not feel wearied if Willie wants to show you his books, his curiosities, or his pets, or if Annie insists upon having you hold her and loving her dolls. It is not time wasted. You are thus not only fastening the child more closely to you, but the child is teaching you lessons which cannot be learned from books.

Primary classes have two kinds of teachers: those who have abundance of time at their command, and those who are so occupied during the week that they do not have a moment to spare. To this latter and often discouraged class let me say a word. If you

The Class Visited

cannot visit, you can have recourse to several ways of coming in touch with the home, which will in some measure be successful. 1. By sending a letter to the parents, stating the object of the school, the work required of the scholar, and asking coöperation in the home. 2. By sending a letter or postal card to the absent child, calling attention to his absence, and making kindly inquiry. (See Chapter III.) 3. By sending cards, flowers, or fruit to the sick ones. 4. By sending letters or cards on birthdays.

Be sure your scholars know where you live, so they can visit you.

When you meet a scholar on the street, give him a smile of recognition and address him by name. This will be worth much to you and more to the scholar. Never pass one by without a greeting. When practicable, stop and shake hands and say a few pleasant words. Your heart will beat faster when you overhear, as you pass on, "That is my Sabbath-school teacher; isn't she nice?" Remember the wise saying, "He who has his hand on the head of a child has it on the heart of the mother."

If you are absent from the class for a season, maintain your interest in your scholars by correspondence with them; this will be another cord to bind them to you.

Having faithfully visited the home, it is our duty to endeavor to have *the home visit the class*. If a general invitation sent through the scholars is not accepted, sometimes cards, sent to several parents at a

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time to come on a certain day, will appear more personal and will result in a visit. It is good for parents to come to see where and how the child spends the Sabbath afternoon, and to learn the methods of instruction. They will thereby be made better helpers at home.

As it is good for the teacher to visit systematically, it is also good to organize systematic visitation among and by the older scholars themselves. One of our most successful Philadelphia schools has organized a "Forget-me-not Mission Band." Its object is to ascertain the names of the sick of the school, and to take them remembrances of fruit or flowers. Boxes are in the school-room, in which any one knowing of sick members may place the names. A committee to carry offerings to the sick is selected from the older boys and girls of the primary class. Meetings of the band are held monthly on a week-day afternoon, to hear reports from the children of the work done.

The report of a year's work shows great results, at an expense of eighty-six dollars. Over four hundred persons were remembered, and the following articles were distributed: 131 pot plants, 69 baskets of fruit, 68 baskets of cut flowers, 75 bouquets, 36 books, 18 cards for the wall, 9 toys, 26 scrap-books, 566 cards and papers.

V

The Class Program

EVERY gathering of people, old or young, for the purpose of worship or study, requires some careful forethought and arrangement for the conducting of the exercises. It would be considered very unwise to call together any assemblage of persons and only decide upon the order of exercises at the moment of gathering. Yet there are many primary classes which are continually placed in this position. The superintendent often comes to the class-room only a few minutes before the time of opening. Many important and many minor things fully occupy the mind until the last moment. What next? A hurried word or sign to the organist that a certain hymn will be sung, then a few opening sentences from God's Word, and the usual prayer, and the session is considered opened.

Then comes the time when the teacher is at a loss for the next thing. Sometimes an appeal is made to the organist: "What shall we do next?" Sometimes the children are asked, "What would you like

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to sing?" or "Which would you rather do, say the Creed, or the Commandments?" Precious time is wasted while the decision is being made. Perhaps the lesson is now taught; or, if visitors are present, this is a good time for the children to "show off" in some familiar exercise. How often do we find superintendents at this stage vainly trying to arrange their thoughts in some proper order! At the close of the session what has been the result? Time wasted, scholars out of order, little accomplished, teachers very tired and almost distracted—and all for the want of a little system in the order of service. This is not a rare case, but is very common in our primary classes.

"Pansy" once asked in a conference, "What is the first thing you do in your class-room?" A teacher at once replied, "I always do the thing which I planned to do the day before, in view of the lesson which I am to teach." How many do this?

I will state a few reasons why there should be a program or a definite order of exercises previously arranged: 1. That there may be system and order in everything we do in God's house. 2. That we may be able to accomplish more, and do it better, in a given time. 3. That not a moment of valuable time may be wasted by teachers or scholars. 4. That there may be variety, which is so helpful to the little child. 5. That better order and discipline may be secured. 6. That the work may be easier for the superintendent. These reasons do not require any comment; they speak for themselves.

The Class Program

How can a good program be prepared? It is better for superintendents to prepare their own. The best program for *you* is the one *you* make for your own class. Make it to suit the circumstances and needs as well as the capabilities of your scholars.

I can only suggest some points which I have found valuable and practical. A good program will aim at great variety, and will have time allotted to each part in proportion to its relative value. There should be arranged, in the first place, the opening service. I prefer to have this to consist largely of praise—bright, cheerful songs, thanking God for his day, his house, and his Word. Passages of Scripture should be selected bearing on these topics, to be recited alternately by superintendent and scholars. Then the prayer service should follow; and in this can be used passages of Scripture bearing upon prayer. Prayer hymns should be softly sung, and the teacher can use a prayer of short sentences, repeated by the children. After the prayer service supplemental lessons may be taught. Under this head may be placed the Commandments, the Beatitudes, the Twenty-third Psalm, Golden Texts, and the Creed. Motion exercises may also be introduced at this point, or a map-drill on Palestine, or the names of the books of the Bible repeated in concert. The missionary collection should now be taken, or a report made of it if previously gathered. Short temperance exercises may also be introduced. The scholars who have had birthdays during the week may now put their offerings

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in the box prepared for the purpose. Not over five minutes should be allotted to any one of these exercises, and they should be interspersed with appropriate songs. All these exercises should precede the lesson.

The lesson should now be taught, and closed with prayer bearing on the truths set forth in it. Then may come the Golden Text of the day, and any other lessons on the papers may be reviewed by the superintendent. The closing exercises, which should be brief, now follow. Nothing should be done to interfere with the impression made by the truths of the lesson just taught. The "Mizpah" verse and a closing song bring the exercises to an appropriate end. As the scholars are dismissed papers and lessons for the following Sunday should be placed in their hands.

Such programs should be elastic—stretching enough to admit of extra exercises, and contracting sufficiently to leave out some when necessary. They should be varied from time to time; anything stereotyped becomes monotonous to teacher and scholar.

A little boy was drawling at home:

"We can tell why the bell
Sweetly, sweetly rings to-day."

His aunt protested against his way of singing it. "Well, aunty, we sing it every single Sunday of our lives, and I just hate it with all my might; but some days I can't help singing it over, I am so full of it." The teacher of this boy needed to introduce more variety.

The Class Program

A good plan is to allot certain days in the month to different exercises; for example, the first Sunday to missionary exercises, the second to the map of Palestine, the third to temperance exercises, the fourth to books of the Bible. "But why try to do so much?" some one will ask. 1. That we may give all the instruction possible. 2. That we may so fill the child's mind that evil may have but little chance of finding room in it. A good program aims at great variety, while at the same time it aims to teach something worth knowing, and to have a large element of worship.

Never change the program of the day because visitors happen to be present. Do not ask visitors to address the class. This used to be the custom,—when teachers knew no better.

Never take the time from the regular program to practise for Christmas, Children's Day, Anniversary, or entertainments. Work all this in as part of the regular program, and afterward select the pieces the children are the most familiar with, not letting them know beforehand that you intend to use them for special occasions.

How should such a program be used? The superintendent and teachers should have copies in their own hands, and either follow them literally from week to week, or vary them, according to circumstances. Where the scholars are familiar with many hymns, those should be selected that will bear upon the lesson subject of the day. If the scholars also have printed

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copies of the program it will help them to learn the Scripture selections. The program can then be taken home and the parents made familiar with the school exercises by teaching them to the children. It is not always advisable, however, for the children to have programs in their hands during the exercises; they often cause disorder.

Bible verses and songs stenciled on large sheets of manila paper and hung before the scholars will attract the eye and secure attention. These should be varied from Sunday to Sunday, a different sheet being used for each Sunday of the month.

How can a good program be abused? 1. By using it for too long a time. 2. By never varying it in the least. When scholars become so familiar with it that they anticipate the answer before the question is asked, it is time to make a change.

I once visited a primary class where the teacher had neither blackboard, organ, maps, nor even an order of exercise, and was attempting to interest and instruct a hundred and fifty little ones, with no definite idea of what she should do next. The teacher was a failure; the class of necessity was poorly conducted; and yet it was connected with one of the most successful and wealthy Sunday-schools of our city. How much more could have been accomplished if the authorities had furnished the teacher with the necessary equipments, including a printed or stenciled program!

I always aim to have notices and miscellaneous

The Class Program

exercises come before the lesson. I want the children to have the last thoughts from God's Word. Do not distribute the papers just after the lesson, and then scold the scholars for making a noise with them. *Time should never be taken during the exercises to collect pennies.* Let that be done at the beginning of the session. I once visited a class having a session of only forty minutes, ten of which were spent in marching to a table and depositing pennies on the gun of an iron hunter, who shot them into a tree. This was fun for the children, but a sad waste of time.

In preparing the program for my class I seek to have it so full of interest that the children will be too much occupied to think of getting out of order. I have a large collection of stenciled Bible verses and songs, and could have a different exercise every week; but I change only the songs weekly, using the same general plan for a month. I prepare three copies of each—one for the pianist, one for the cornetist, and one for myself.

The following is a program I have used to good advantage:

ORDER OF EXERCISES

Praise.

Teacher. "O come, let us sing unto the Lord. . . . Let us come before his presence with thanksgiving, and make a joyful noise unto him with psalms."

Scholars. "O Lord, open thou my lips, and my mouth shall show forth thy praise."

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Song. "All hail the power of Jesus' name!
Let angels prostrate fall;
Bring forth the royal diadem,
And crown him Lord of all!"

God's Words for Children.

Teacher. "Remember now thy Creator in the days of thy youth."

Scholars. "Jesus said, Suffer little children to come unto me, and forbid them not; for of such is the kingdom of God."

Song. "Oh, happy were those children." *Tune, "Webb."*

"Oh, happy were those children—
We wish we had been there—
Who gained the Saviour's blessing
And heard his loving prayer!"

"We wish his hands had rested
Upon our heads as well,
And we had heard the lessons
Which from the Master fell."

God's Word.

Boys. "How sweet are thy words unto my taste! yea, sweeter than honey to my mouth."

Girls. "The law of thy mouth is better unto me than thousands of gold and silver."

Boys. "Thy Word is a lamp unto my feet, and a light unto my path."

Girls. "The words that I speak unto you, they are spirit, and they are life."

Song. "Sing them over again to me,
Wonderful words of life;
Let me more of their beauty see,
Wonderful words of life.
Words of life and beauty,
Teach me faith and duty."

The Class Program

Chorus.

“ Beautiful words,
Wonderful words,
Wonderful words of life!
Beautiful words,
Wonderful words,
Wonderful words of life! ”

Prayer.

Boys. “ The Lord is nigh unto all them that call upon him, to
all that call upon him in truth.”

Girls. “ Evening, and morning, and at noon will I pray.”

Teacher. “ Seek ye the Lord while he may be found, call ye
upon him while he is near.”

All. “ And ye shall go and pray unto me, and I will hearken
unto you.”

“ Before our words of prayer arise,
We bow our heads and shut our eyes;
We fix our thoughts on God above—
On our dear Friend, the God of love.”

Prayer (scholars following teacher, and closing with the Lord's
Prayer).

Silent Prayer (for a moment).

All repeat softly. “ Create in me a clean heart, O God, and
renew a right spirit within me.”

Song. “ Dear and loving Saviour, listen to our prayer;
Take us to thy bosom, keep us in thy care;
We are little pilgrims wandering here below,
And we need thee, Jesus, everywhere we go.

Chorus.

“ Guide us, ever guide us; take us by the hand;
Lead us, loving Saviour, to the golden land.”

Primary Songs No. 6.

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Scripture Recitations.

Twenty-third Psalm, first and third Sabbaths.

Commandments, second and fourth Sabbaths.

Beatitudes, third Sabbath.

Books of the Bible, first Sabbath.

Catechism, reviewed on the fourth Sabbath.

Motion Exercises.

Notices.

Missionary Exercises, and Taking of the Pennies.

Golden Texts and Lesson Hymns. Repeat the texts in concert, and either repeat or sing the lesson hymns.

Song (selected).

Lesson of the Day. Review previous lesson, teach new lesson, make application, close with a sentence prayer. Scholars recite in concert what they have learned from the lesson leaf, and sing the new lesson hymn.

Closing.

Teacher. "The Lord bless thee, and keep thee: the Lord make his face shine upon thee, and be gracious unto thee."

Scholars. "The Lord watch between me and thee, when we are absent one from another."

Prayer. "As we bow our heads again in prayer,
Giving ourselves to his loving care,
May the lessons learned in our hearts sink deep;
May the Lord between us a loving watch keep;
May we show this week in our work and play
That we've learned of Jesus on this holy day.
We pray thee to take each little hand
And lead us all to the better land. Amen."

Song. "God be with you till we meet again."

Dismissal.

Papers Distributed.

The Class Program

This program occupies from eighty to eighty-five minutes.

Where a class is limited to one-hour sessions and is in a room by itself the following order may be used to advantage. It was worked out at the Asbury Park Summer School of Primary Methods, July, 1897, under the leadership of Mrs. J. W. Barnes. It embraces the experience of two hundred teachers, and may be accepted as a most excellent arrangement for an hour's work.

The program was first divided into seven parts and then filled in.

ORDER OF EXERCISES

Opening Exercises (time, 2.30 P.M.).

Praise song.

Recitation of Scripture verses on praise.

Prayer, the children repeating.

Song; prayer response.

Offering Exercises (time, 2.35).

Money collected or announced.

Scripture recitations on giving.

Prayer.

Song.

Supplemental Lessons (time, 2.40).

Twenty-third Psalm.

Ten Commandments.

Beatitudes.

Books of the Bible.

Creed.

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Fellowship Exercise (time, 2.50).

Scripture.

Prayer.

Birthday-box money received.

Song.

Church attendance noted.

New scholars received.

Class Work. Where divided into small classes, teachers now have them for ten minutes.*

Lesson Taught (time, 3.05).

Closing Exercises (time, 3.25).

Scripture recitations.

Prayer.

Song.

Dismissal (time, 3.30).

Papers distributed as the class files out.

* Where taught as one class, these ten minutes were added to the lesson time.

VI

Miscellaneous Exercises

THERE is a considerable variety of exercises which can be used to advantage during the session of a primary class, which it will be advantageous to consider minutely. In adopting anything outside of the regular praise, prayer, and lesson exercises, and supplemental lessons, we need very carefully to consider what will instruct and at the same time interest the mind of the child. In other words, How can religious truth be presented in its most attractive form?

1. *Scripture Recitations.*—Texts of Scripture can be arranged alphabetically, bearing upon subjects that will interest children. Many of these may be found in the different helps that have been published for primary teachers. A much better plan, however, would be for teachers to make their own selections from God's Word. Texts of Scripture can be arranged bearing on such subjects as God, Christ, love, faith, prayer, salvation, little children, and heaven. In this exercise the teacher asks the question, and the

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class gives the appropriate Bible verse in response. A class acquainted with many such exercises can vary the recitations every Sunday.

2. *Golden Texts*.—A weekly drill on these is of great importance. The teacher may review from the beginning of the quarter, or even as far back as the first of the year. Many classes are thus enabled at the end of the year to recite all the Golden Texts and lesson hymns. This exercise may be varied where the school is divided into classes or divisions by asking first one and then another class to recite the texts.

3. *Temperance Exercises*.—These should be taught to the children at least once a month. Bible texts on what God has said about strong drink and drunkards should be arranged by the teacher and interspersed with songs.

Teachers should procure pledge cards from the National Temperance Society, 58 Reade Street, New York, or the Women's Temperance Publication Society, Women's Temple, Chicago. Send also for samples of the publications of these societies.

4. *Missionary Exercises*.—These should be used every Sunday, either at the time the collection is being taken or immediately before the teaching of the lesson. They should consist of passages of Scripture upon giving, and appropriate songs, of which there are many varieties.

The following hints on Bible Geography, apply to the children who are over nine years of age.

Miscellaneous Exercises

5. *Map of Palestine*.—Every child should be taught some knowledge of the land which has furnished such wonderful Bible stories. A map drill on Palestine would be of great help. Upon a large piece of muslin or paper trace the outlines of the country, and place it in view of all the scholars. One lesson could be devoted to locating the rivers, another to placing the mountains in position, another to inserting the towns of importance, and so on until everything of interest is represented, and a completed map, which has been made little by little through the help of teacher and scholars, stands before the class. Small red gummed tickets, placed on each town mentioned in the regular lessons, would greatly assist the child in locating places.

Ten minutes a month spent on such an exercise would give an immense amount of information concerning Palestine. In teaching this or any other Bible knowledge, always bear in mind not to attempt too much in one lesson. Little minds, like small pitchers, can hold only a small quantity at once; but they require frequent filling. Again, remember that on an average you have the teaching of the child for at least five years; and it is not essential to impart all this knowledge during the first year of school life.

Teachers will find the "Palestine Song," in "Song and Study for God's Little Ones," a most excellent help in this exercise. This is prepared by Mrs. Bertha Vella Borden, and published by McCabe & Co., 166 South Clinton Street, Chicago (price 25 cents).

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In "Special Songs and Services," for primary classes, will also be found some Palestine songs. This book is prepared by Mrs. M. G. Kennedy, and published by Wilde & Co., Boston, Mass. (price 45 cents). (See Appendix.)

6. *Motion Exercises or Songs*.—These have been published in great variety. Some of them are most excellent, but many are not fit to be presented to children. A good motion exercise will give activity to the child's limbs, and will interest and instruct the mind. Mere calisthenics in the class should be avoided. Such an exercise as the "Chautauqua drill" can be used with good effect in teaching Bible verses and changing the position of the body. Motion songs, like "These two little eyes which God has given" or "A wonderful house have I," teach Bible truths, and bring into play every part of the child which has become tired by sitting. One or two such songs should be used every Sunday.

Teachers often inquire where they can find exercises similar to those described. So far as I know, there has never been any one book published that completely meets this want. Teachers are obliged to make their selections from the many books issued, in each of which are to be found some good exercises.

A complete list of helpful books and appliances will be found in the Appendix to this book.

VII

Lesson Preparation

SOME years ago a prominent primary teacher very wisely said: "The primary class is a place where little ones are to be fed with spiritual food. The greatest care in preparing that food is to be taken. The lesson to be prepared must be broken up into little pieces; tough, controversial portions of the subject are to be thrown out, while the tender, digestible bits will be received with pleasure and advantage."

Teachers constantly desire to know what is the best method of preparing God's Word so that it can be properly received into young minds and hearts. Thoughtless persons imagine this to be a very easy task; but the teacher of experience realizes that it is one of the most difficult in the line of religious instruction. Even in this advanced period there are to be found many teachers who believe with one who said, "I have not time to prepare lessons for an adult class; but I should like to teach the primary class, because that does not require any preparation."

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Some teachers imagine that a hurried glance at the lesson on Sunday morning will give ample preparation. To all such I would speak an earnest word. Do you fully realize the significance of the truths you are required to impart? They are the most important ever committed to man. These "wonderful words of life" are to be impressed by you upon the plastic mind of a little child. Do not think the preparation for such a task can be lightly, thoughtlessly, hurriedly accomplished. In truth, you need more study, more light, more of the Holy Spirit, than are required by the teacher of an adult class.

Permit me to suggest four points which have been helpful to me in my preparation, and which may be of benefit to others: 1. For whom shall we prepare? 2. What? 3. How? 4. When? Let us look at these points in their order.

1. For whom shall we prepare? For the youngest minds capable of receiving truth. These minds can hold but little, and that little should be so prepared as to be easily received and retained. It is often remarked, "You can throw more water at a bottle than it will receive when carefully poured in." If the truths you are to study and to teach are to be of any benefit, they must be carefully prepared and slowly poured in, "here a little and there a little." Try to place your mind in the same condition as that of the child, and you will not then be in danger of preparing as if for older minds. Do not give any child occasion to say, as one did to his minister, "Fire

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lower, so as to hit the little fellows." Know the little minds for which you prepare. Be familiar with their wants, see them in their homes, ascertain their daily trials and temptations, and then prepare the lesson to meet their needs. If your preparation is the best adapted to the child of seven, it will also help the one who has reached the age of ten; but should you prepare more especially for the older scholars, you will most likely fail to interest those who are younger, and will have no portion whatever for the very little ones. Always aim low—bring the food within the reach of the youngest.

"Put yourself in the child's place. Then with the child's eye and the child's ear with which your sympathy has endowed you, gather your materials for the lesson, and the children will hang upon your lips."

2. What shall we prepare? It is well we have no choice in the matter, that others have wisely selected for our lessons the best words and truths of the inspired Book. The difficulty is never about the quality—that can never be better; but the quantity often overwhelms us, unless our experience enables us to make the best use of it. With an average period of not over twenty minutes in which to teach, we cannot hope to exhaust the subject. Experience must guide us in determining what to use and what to reject.

It is by far the wisest plan to take the *one* thought that is best adapted to the minds of our scholars, than to attempt to impress upon them the many truths

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usually found in the selected lessons. We should never have aimless work. We can always teach Jesus. Every lesson selected from his Word leads directly or indirectly up to him. Even the Old Testament lessons, which primary teachers often feel like discarding, point to the blessed Saviour.

Miss Julia E. Peck says: "It is a mistake to emphasize more than one point in a lesson; select this point so as to connect the past, present the present, and arrange the relations of future lessons.

"(1) First thought—something the children know.

"(2) No thought given which is beyond the child's experience.

"(3) Children must have only what they can work out in their own lives."

3. How to prepare the Word. You often read the beautiful lessons published for primary teachers in the various papers, and long to make as good a preparation for your class. Let me add a word of comfort just here. You can prepare lessons that will be equally as good as these, if not better. I hold that the average teacher who makes preparation suited to the wants of her own scholars has prepared far better than the teacher who, in a general way, writes a lesson which is supposed to be adapted to every class.

Every lesson should have this outline:

(1) Introduction, opening, or approach; this gains the attention for what is coming.

(2) The connection, or a short review of the previous lesson.

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- (3) Narrative, or Bible story.
- (4) General truth, applied to all scholars.
- (5) Individual application, meeting the particular want of some child whom you have learned about.

Experience has taught me that a lesson thus prepared will hold the attention of the scholars and impart truths that will be apt to remain.

In speaking of the introduction to a lesson, Miss Annie S. Harlow says: "What shall this approach or illustration be? Let it be a *true* illustration—not necessarily a true story, but a true illustration; by this I mean that it shall be such an illustration as shall really cast light upon the lesson. When possible, let it be a Bible story; in any case, let it be somewhat familiar, or something more easily understood than the lesson proper."

I offer the following suggestions from my own experience:

In the first place, carefully read over the lesson story from the Bible, and write it out in your own language. This narrative should never be read to the class; neither is it wise to commit it to memory. The mere act of committing it to paper will aid the mind in retaining the greater part of the narrative, and very often the precise words of Scripture. After the narrative is firmly fixed in your mind, look after the historical and geographical points. Learn everything that will bear upon the lesson, first from God's Word, and then from any of the multitude of helps now furnished to teachers. Having gathered this

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knowledge, ask yourself, Which one of the many truths of the lesson is best adapted to my class? Then prepare to teach this one truth by a variety of ways and means: by a word on the blackboard, a picture on the blackboard, an anecdote, a song, and sometimes a prayer. Nearly every lesson can be illustrated by Bible story. You can subscribe to a number of children's papers, and clip such stories as may be useful, filing them in envelopes arranged by topics. You will thus gather a large number of illustrations far better for your use than those in the published books, because they are your own selections.

Illustrations should be used only to enforce a truth. Never tell an anecdote in such a way that the story will be remembered and the application forgotten. You will soon learn how careful has been your preparation and teaching, by the information you receive through the home. If you teach so well that the children talk about the lesson at home, you may feel assured your preparation was not in vain. On the other hand, if they speak of the illustrations and not of the truths they were intended to impress, you have failed to hit the mark.

4. When shall we prepare? Not on Saturday night; most certainly not on Sunday morning. A very good rule is to look over the next lesson on Sunday evening, and follow this up by spending one or two hours upon it daily. A much better plan is to have a longer look ahead, so as to anticipate the coming lessons. Our daily readings, and the observ-

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ing of children as we engage in our various pursuits, furnish us with helpful material. In other words, prepare at home, in the street, among the children; keep eyes and ears open for the approaching lesson.

A teacher once remarked: "Something is always happening the last of the week, and it is the unexpected that happens generally on Friday or Saturday, to our dismay."

The London "Teacher" some years ago very wisely said: "You must learn the 'Why' of your work on your knees before God; the 'What' of the teaching from the Bible; the 'How' from your own common sense and the experience of others."

Lesson Helps.—Some one has said: "The least useful class of reading will be so-called lesson helps. They ought often to be called 'lesson hinderers.' They deserve this name when they do the teacher's thinking for her, instead of setting her on the track of special and individual research. The newspaper is the best help in preparing a temperance lesson—sad facts are here to be found."

Every teacher should subscribe to the lesson help published by her own denomination; loyalty to the Church requires this; and, as a rule, the children should be given the lesson papers published by the same house.

If teachers are also able to take other lesson helps they will find many practical suggestions in the undenominational publications mentioned in the Appendix.

VIII

Lesson Taught

THE first and the most important step to successful teaching is systematic and thorough preparation. Without this no person should attempt to teach children of any age, especially the youngest. The Rev. H. C. Trumbull, D.D., in a series of valuable articles on this subject, said, "Teaching is causing another to know that which we know and which he does not."

Two factors enter largely into this work, namely, the teacher and the taught. Let us look at each in its order.

The Teacher.—Certain conditions are positively necessary to enable the teacher successfully to impart the truths of God's Word. These may be divided into two general heads—the *outward* and the *inward* condition of the teacher.

The *outward* condition is divisible into three heads.

First, the atmosphere of the room must be fresh and pure. No one can teach, nor can a person

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properly receive instruction, in a room filled with impure air.

Second, the physical condition of the teacher must be looked after. Teachers should avoid parties and late hours on Saturday nights. If they desire to be active and bright in their teaching, they should heed the Apostle Paul's advice, and endeavor to keep the body under. Avoid hearty dinners just before the session of the class; a teacher who hurries away to the class-room from a full meal on Sunday will find the brain dull and the most careful preparation of little use. Neither should those who have chronic headaches appear before the class. I have heard of a teacher who, week after week, would say, as she held her hand to her aching head, "Now, children, do be quiet; for I have such a bad headache I cannot bear any noise, and I can hardly talk to you." Children will carry home unpleasant impressions of teachers from whom they receive only dull and stupid lessons. Teachers unconsciously impart much of their own feelings to the children before them.

Third, the attire of the teacher should be plain and modest. This is apparently a small matter; but do we not often see teachers so gaily dressed that the little ones could tell more about the bright colors of their apparel than about the truths that were uttered? Let nothing draw attention from the lesson taught.

Let us look at the condition *within* the teacher. This may be divided into the *mental* and the *spiritual*.

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Under the *mental* may be placed the state of mind in which a teacher appears before the class. No one should attempt to teach restless little children unless she has nerves of iron or no nerves at all. A teacher who enters the class-room at the last moment, hurries to arrange everything for the opening, worries over the many things that always go wrong when one is in a hurry, and then attempts to conduct the exercises and teach the lesson in this mental condition, will not be successful. Teachers who observe small disorders, and are annoyed thereby, will find themselves losing force in the teaching in proportion to the notice they continue to take of such things. For the peace of mind of the teacher, she should either abandon the teaching or find competent helpers who will attend to the order. Primary teaching is most wearisome to the nervous system. A teacher in that department constantly requires a bright, clear, and active brain.

The mental condition admits of another division, namely, the preparation of the lesson—which was treated of in the previous chapter. Still another mental condition which enters very largely into the successful teaching of the lesson is the knowledge the teacher possesses of the mind and nature of the child. This can be acquired only by close observation of the disposition and habits of the child. Mr. Pardee says, "It is of the first importance that the teacher of children should study child nature, child language, and all the child characteristics, such as activity,

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curiosity, inquisitiveness, etc." Teachers should also study everything bearing upon this subject.

Teachers of all grades will find invaluable help in the study of two small books prepared by J. S. Fitch of England, one of the greatest teachers on these subjects. (1) "The Art of Securing Attention" gives foundation principles. (2) "The Art of Questioning" informs the teachers how to question the pupils so as to draw out the lesson just taught. (See Appendix.)

The *spiritual* condition of the teacher is of special importance. A person who is not a true follower of the blessed Master has no right to attempt to feed his lambs. Love for Christ and love for his little ones must go hand in hand. The children cannot be brought nearer to the Master by your teaching than you have come yourself. Let your life be hid with Christ in God. *Feeding* on his Word will give you the sincere milk for the babes. *Praying* continually will bring to you the needed wisdom. Go from your knees to your class, and return from your class to your knees, if you desire a rich blessing to rest upon your teaching.

"Go, speak to Jesus; wait his answering word;
Then tell the trusting child, like one who comes
Transfigured from the mount of prayer."

Be filled with the Spirit, and be assured your scholars will know it and unconsciously inhale the same spiritual air that you breathe. Your manner, while

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lively and loving, should be earnest. It may be you speak for the last time to some little upturned face. Speak so that all may feel that the Master's words are falling from your lips.

Let us now glance at four essential methods of teaching:

1. The interrogative method. This is by means of asking questions, and necessitates some knowledge of the lesson, which has been obtained by the scholar either at home, or from the class-teachers if the school is subdivided.

2. The elliptical—repeating the story, and pausing when you desire the children to supply the next word. This also implies some previous knowledge of the lesson.

3. The lecturing or preaching method—doing all the talking and requiring only attention from the children. I regret to say that this method is more used than any other, because it is much easier for the teacher.

4. The illustrative—making plainer the truths taught by the use of pictures, maps, charts, symbols, blackboards, and anecdotes.

Most teachers use one or all of these methods every time they teach a lesson. Perhaps the most useful for the majority of teachers would be to use first the lecturing method, then repeat the lesson story, using the elliptical style, the children supplying the missing words; after which the illustrative style could be introduced in one or more of the ways spoken of above. The lesson should then be closed with the interroga-

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tive method, to ascertain how much you have caused the children to know, and in order that you yourself may learn whether you have *taught* well or only *preached*.

Miss Lucy M. Wheelock says: "A little boy reached up to take something from his mother's dressing-case. She said, 'No, no; you cannot have that; that is for grown-up people.' The boy looked into his mother's face in a pathetic sort of way, and said, 'Isn't there any little boy end to it?' Now, in every truth there is a little boy end to it, and if you give your boy the right end of truth—the little boy end—he will take hold of it and keep it. If you make the end pointed he will get hold of it better. Unless *you* see what the end is that you want to give him, *he* won't see it and get hold of it."

The art of questioning is so very important that many chapters could be written upon the subject. All through the teachings of the great Teacher he made use of this method. It is said that there are no less than seven hundred questions in the New Testament.

A prominent Sunday-school writer has wisely said: "Would you arrest attention? Then question. Would you discover what scholars already know? Question. Would you fix truth in the mind? Question. Would you ascertain the result of your teaching? Question." The best teachers are those who make much use of this method. To learn how to do this is not easy; it requires much study of the

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subject, and also of the child. To ask questions successfully, you must know how much information your scholars possess, or you may receive an answer that you do not expect.

Do not appear before the class with your lesson written upon paper. Do not read the lesson from a lesson paper. Let the children see that you are reading from the Bible. It is a good plan to have a small reading-desk on which is a Bible belonging to the class; and if it is thought best to read the lesson, the children's Bible should be used.

Stop at the appointed time. However great the interest may be in the lesson, some child will be stretching around to look at the clock. The children know when you have talked long enough, although you yourself may be unconscious of the fact.

The Taught.—Miss Lucy M. Wheelock very pertinently says:

“It was a Jewish rabbi who said, ‘In every class you will find four kinds of pupils: the *sponge*, the *funnel*, the *sieve*, and the *winnow*.’ I am sure every one has a *sponge* in the class—the child that likes to hear everything that is said, but will himself give you no answer. What you have to do with this child is to draw him out and make him answer.

“Then the *funnel* kind—one who takes in everything you say simply to let it go in one ear and out of the other. Such a child answers his mother's question, ‘What did you learn to-day?’ by saying, ‘Oh, I don't know.’ If you can put the right sort of teach-

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ing into that child it will stay there; you must make it so tremendously interesting that he cannot help but hold it.

“Then the *sieve* kind. This is the child who will take the illustrations and remember them, and forget the vital part of the truth. He retains the things least valuable and lets go the real grains of truth. With him you need to make the truth very attractive, and suppress the illustrations, making them incidental, so that the child shall remember the truth and not the story.

“The *winnow* child. This child has a mind that will be sure to keep the good things and reject the bad, and so is safe anyway.”

How shall it be ascertained that the children have been taught in the sense that they have been made to know what the teacher labored so hard to prepare and so earnestly presented? Attention in listening is not always a sign of knowledge being acquired. I have known a restless, mischievous boy to repeat to his mother almost every word of the lesson, when the teacher had given him credit for knowing nothing of it. When children go home and play church or Sunday-school, as so many of them do, and preach to father and mother the lesson of the day, and also when you hear from parents during the week many things you have said upon the Sabbath, you may feel assured you did not teach in vain. You have caused another to know about God's Word. The highest work committed to teachers is that of causing these

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little ones to know the spiritual things of God's Word. We may clearly understand them ourselves, but only as the Spirit helps us can we so teach that little children can discern them.

"Teacher, ne'er complain of dearth,
Since to thee the boon is given
Seeds of truth to sow on earth
For the harvest-home of heaven."

Mrs. Mary O. Holland said in "The Baptist Teacher":—"What is a good primary lesson? To my mind it is a lesson that attracts, instructs, impresses, and moves to action. As teachers, our work is almost exclusively with seeing and hearing. These two bridges lead to the intellect, the heart, and the will, or to the three processes of the child's mind, thinking, feeling, and willing. Therefore, a good lesson must give the child something to think about, something to feel, and some choice to make. We reach the intellect through truths. By this we instruct. We reach the feelings through experience, telling our own or calling to mind our pupils' experiences. By this we impress. We reach the will by presenting the joy or sorrow, the gain or loss of action or inaction. By this we move to action. A picture shown or a story told should first cause the child to think, then feel, and then the will should be reached. Unless teaching results in action, it is not successful. Never leave a child impressed, made thoughtful, without crystallizing this emotion into action. Fénelon, the famous French preacher, said: 'State a fact, paint a picture, raise a passion.'"

IX

Visible Illustrations

HORACE says, "Those things which enter the mind through the ear make a less vivid impression than those which enter through the eye." Visible illustrations embrace every form of teaching where the appeal is made to the sense of sight. There are two entrances to the understanding—ear-gate and eye-gate. The previous chapter dwelt upon the lesson as taught through the gate of the ear. I will now dwell upon what Bunyan calls "the royal road of Eye-Gate."

Blackboard.—There is a variety of methods by which a lesson or truth can be made to pass through this eye-gate and reach the understanding of children. First in the order will come the blackboard, which has become so indispensable to the primary teacher. No class is properly equipped without this, or some kind of a substitute. It may interest some to learn how to procure a good blackboard—a board that will retain a good black shade until worn out. One that is flexi-

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ble, and that can be easily cleaned, is what teachers desire to find.

To make such, first procure from a carpenter a board one inch in thickness and of dimensions required for the space selected. It must be of well-seasoned wood, and, to prevent warping, there should be nailed a narrow strip across the ends. Tightly stretch over its smoothly planed surface twelve thicknesses of ordinary blank paper, which can be obtained from the nearest newspaper office. Over these layers of paper tightly stretch unbleached muslin. The board is now ready for the Lapilinum cloth, which can be purchased from any school-supply store. It is made in various widths, and is covered with a black slate surface on one or both sides. This should be drawn very tightly over the paper and muslin, forming a flexible surface which can be often washed with a sponge and made to look fresh and clean. When one side has been used for a time the cloth can be reversed. I have had one side of this kind of black cloth in use for ten years, and it looks as fresh as when first put on.

This suggestion for making a good board was given to me by Mrs. S. W. Clark.

I have also experimented with a surface of green slate, and found it to work very well. White chalk produces a nice contrast with this shade.

As a good substitute for a blackboard, a yard square of this same Lapilinum cloth, which can be hung upon the wall, will do good service. It can be rolled up

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and taken home, where drawings may be outlined at leisure and afterward filled in before the class.

Large sheets of manila paper can also be made to do good service as a surface to mark upon; the black crayon used in marking boxes is well adapted for this surface.

If the space in the rear of the teacher's desk is a blank wall covering the width of the room, buy as many yards of Lapilinum cloth as will cover it in length, and as wide as it is possible to procure it, and nail it to the wall. With this long surface to work upon, several lessons can be placed on it. How impressive it would be to see illustrated on such a space the whole story of the trial, crucifixion, burial, and resurrection of Christ! The space may be long enough to retain all the twelve lessons of the review. Such portions as are not in immediate use could be covered by a curtain sliding upon rods.

Crayons.—White is the best for constant use. Colors are effective when teachers understand their blending. The square crayons have their use; the common round ones, however, are the best for general purposes. They can be made to take the place of the square ones by breaking them into the lengths needed and using the side instead of the end. This is much the best way to use a crayon for any purpose.

Rubbers.—A piece of common Canton flannel makes the very best rubber. It takes up the dust without scattering it, and it cleans the board more thoroughly than the patent ones. It can be, and

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should be, often washed. Wear a glove on the right hand when using bright-colored crayons, particularly the red shades, as they make a stain difficult to remove in the school-room. Small wooden holders are quite useful.

How to Use the Blackboard.—The blackboard being ready, how should it be used? I think I hear many a timid teacher say, "I can easily procure the board, but I am afraid to trust myself to make even a mark upon it." With a piece of chalk in hand, any teacher can step to the board and make a single dot, which, to the imagination of the child, can be made to represent a man, boy, animal, or house. The first point in visible illustrations is thus accomplished, namely, attracting attention and causing the child to use the imagination.

All primary teachers cannot be artists at this work, but all of them should make an effort to do their best, especially before children, for they are greater critics than we give them credit for being. For example, I once hastily drew four sides of a figure, and said, "Scholars, this will stand for a square." Immediately one of those always-present very smart boys said, "That ain't a square; that's a rhomboid." I glanced at it again; strictly speaking, the boy was right. Had I carefully and accurately outlined the figure with blue or purple chalk beforehand this would not have happened. Again, after drawing some palm-trees, with the four leaves at the top, another smart boy exclaimed, "Oh, look at the windmills!" I must

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confess that they bore more resemblance to windmills than I had intended. The work had not been outlined beforehand.

Instruction.—Teachers would do well, where possible, to avail themselves of the instruction given on the use of the blackboard by the different Primary Teachers' Unions. Where they have not this opportunity, they should procure some of the many books on the subject and master them. A list of such books will be found in the Appendix.

They should have a blackboard or a yard of Lapidinum cloth at home, and practise there rather than before the class. As a rule, it is much better to do *all* the work in the presence of the class. If this cannot be done, cover the outline with black paper—tailor's paper. This kind of paper can also be used to draw on beforehand. It may be quickly fastened to the board, the surface of which it closely resembles.

Lettering.—For practical use in teaching, the plain roman letter has long been regarded as the best; it is coming to be the custom, however, for many of our expert teachers to use the script letter, as the scholars in the public schools are more familiar with it. Teachers should practise the art of lettering at home, so that they can talk and draw at the same time.

Stencil Pictures.—Lessons can be illustrated upon the board by pictures. The stencil pictures prepared by G. P. Brown & Co., Beverly, Mass., are very useful and represent a variety of subjects. (See Appendix.)

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They can be faintly outlined before the lesson, and then brought out more clearly. Another good way is to draw the letters, objects, or pictures beforehand, and cover with paper until wanted to illustrate the truth you are teaching; they then come suddenly to the child's eye the very moment you want to make the most impression. Teachers should bear in mind that the blackboard must not be used to attract attention only; every line made upon it should be for the purpose of making truth pass through the eye-gate.

Objects.—Next in importance to the blackboard I would place objects—such as can be gathered in the daily walks of life. These should be collected from time to time, and placed in a small cabinet, which every class should own. The mineral, vegetable, and animal kingdoms will furnish an abundant supply—for example, stones, ores, woods, plants, birds, and insects. All of these may be used to illustrate lessons on the power, care, and goodness of the Creator.

Pictures.—Pictures, either permanently upon the wall or only used to illustrate a particular lesson, have become essential in teaching little children. First in importance among these are the Bible Lesson Pictures, published by the Providence Lithographic Company. (See Appendix.) They are a source of much enjoyment and profit to the primary class. Do not show all the pictures at once. It is far better to place before the class only the one illustrating the lesson that is being taught. Teachers of very little

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children find it helpful to cut out each figure, and pin it to the board in the order of the lesson, and so let the picture grow before the children's eyes. This makes the lesson more real to the child, and does not present too many persons at once. These pictures can be preserved by pasting them upon muslin. A quarter's pictures thus hung upon the wall not only adorn the often bare class-room, but are also very useful on review Sunday. They can also be pasted upon a long strip of muslin and made to pass before the class like a panorama.

The pictures of Scripture scenes prepared by the Religious Tract Society of London, and for sale in the United States by Fleming H. Revell Company, make a beautiful adornment for a class-room, and are helpful in teaching. (See Appendix.)

Cards.—Truth can sometimes be well illustrated on large cards, about twelve by fifteen inches square, of white or colored cardboard. On these should be placed some word or symbol that expresses the most important thought of the lesson. These are also very useful on review Sunday. I have in mind a set I made when the lessons were from the Acts. The first card illustrated the "Ascending Lord." On a white card was the word "Jesus" in bright-colored letters. This word began at the lower left-hand corner and ascended diagonally to the upper right-hand corner. The next card represented the "Descent of the Holy Spirit." The words "Holy Spirit," in bright-colored letters, began at the upper left-hand corner and de-

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scended diagonally to the lower right-hand corner. In this manner all the lessons were illustrated throughout the quarter. The children readily recited the Golden Text when the card was held before them. Time, tact, scissors, paste, and fancy-colored papers alone are needed to make this successful. The expense is very small.

Teachers can prepare small banners of bright-colored cambric, putting a fringed border of paper around them, and placing letters or symbols cut from bright papers upon them. After using them to teach the lesson they make a pretty adornment for the wall. Symbol cards are published, but as teachers generally prefer to teach the one truth best adapted to their individual class, they have not found a very great sale. (See Appendix.)

The lesson upon "The Golden Rule" can be easily brought before a child. Get a piece of pasteboard twelve inches long and one inch wide; cover with gilt paper, mark into inches, and write "The Golden Rule" upon it. A child receiving one of these will always remember the lesson when looking at this novel gift. Teachers' thoughts and time need to be constantly employed to prepare visible illustrations, so that the words they teach may enter the heart with greater force.

X

Benevolence

BENEVOLENCE is defined as "the disposition to do good." From observation, I firmly believe this disposition to be inherent in every child that is enrolled in the primary class; an important duty devolves upon the teacher to bring it forth into action. Some one may ask, "Why should this characteristic be developed in very little children? Why not wait until they reach years of maturity?" Simply this: upon these little ones will one day rest the responsibility of carrying forward the great benevolent and missionary work of the church. In our classes may be sitting not only the merchant princes of the future who will give largely to this work, but possibly some who will bear the gospel to distant lands. Woe to the primary teacher who does not early enforce and keep constantly before the children the subject of doing good to others!

How can we best present this important subject to the little ones? It is not enough to pass the contri-

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bution-box every Sunday for them to put in the pennies they have brought. Does the child clearly know why he has brought his penny? Some children, when asked the question, reply, "'Cause teacher said we must," or "I guess it is to pay the teacher," or "It is to buy our papers." Teachers should explain again and again the true spirit of giving. Impress upon the child's mind and heart that God wishes us to love and help those who have little or no food and clothing, those who have no churches, schools, books, nor papers, and who have never heard of the Saviour's love. Teach him that Jesus said we must go into all the world and tell all people about him. Explain the work of missionaries, and why it takes so much money to send them far away to teach others. Every Sunday, in connection with the act of giving, there should be some simple exercise, consisting of Bible verses, song, and prayer, that will bring out the spirit of giving. It would be well, at the end of every quarter, to have some general missionary exercise and a lesson, together with a report of the class contributions. At this time letters should be read from those who have received the recent gifts of the class.

1. I have formed my entire class into a mission band, which is connected with the foreign missionary society of our own denomination. I am the president of the band, one of our secretaries acts as treasurer, and the scholars form the membership. This band has been in existence above twenty years. During this time it has yearly supported a little girl and boy

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in India, besides expending an equal amount in missionary work in this country, including such objects as hospitals, orphanages, Indian and freedmen's schools, and Sunday-schools on the frontiers of our country. This money has been raised by means of four small tin boxes, which have been distributed weekly. Sometimes they are given out to the scholars in alphabetical order; at other times, all who wish the boxes are asked to raise their hands, and the teacher then makes a selection. Two boxes are given to the boys, and two to the girls. They are securely locked by the secretary, and are opened by him upon their return. Each child is allowed to retain a box one week, in order that during the year every one may have the opportunity of helping in the good work. Upon each box is pasted a paper with the following instructions:

The F. L. Robbins Mission Band is composed of all the children of the primary class of the Oxford Presbyterian Church.

One of these boxes is taken home by some one of the children every week, and should be returned upon the following Sunday. It is much better for the children to earn and lay aside money for missionary objects, than to depend upon the help of others. If parents are anxious to help the children, they can find ways of encouraging them to earn and save their pennies for the mission box.

The mission band is pledged to give sixty dollars a year for scholarships in mission schools in India; it also contributes to home mission work, such as helping Sunday-schools in the West, freedmen's schools, the hospital, and the orphanage.

Be sure to bring this box back at the right time.

Only one week for each scholar.

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In this school all the money brought by the children is given to benevolent objects. The church supports the school as part of the church work.

However needy a church may be, I think it would be the better plan for the little ones to call all their money missionary money, and make from it a donation to their own church, if necessary, just as they would to any other worthy object. It would tend to make them selfish if all their money should be spent on themselves or their own church.

Every Sunday the boxes are returned, and during the exercises a few moments are allowed for a missionary exercise, which consists of Scripture recitations by teacher and scholars, the announcing of the amount contained in each box, the distribution of the boxes to other children, a prayer for God's blessing upon the gifts, and a closing song. Sometimes a few moments are taken in talking about the importance of giving to Jesus, and in suggesting ways by which money can be earned and saved for this purpose.

I have for years encouraged the children to earn, or to save from their weekly allowances, whatever they give to God. I try to make them understand that such is far more acceptable than to give what has been presented to them by parents and others; and as a further encouragement, I have often told them of the ways in which others have earned money for this cause. Many of the children have adopted the plan of having two purses, one called "the Lord's," and one their own. They conscientiously divide their earn-

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ings and allowances between the two, and always have funds when the mission box comes to them.

At the end of the quarter, on review Sunday, a short missionary lesson is given; the report of the collections for the quarter is placed upon the board, and the money is voted away by the scholars. Letters from home and foreign fields are read at this time.

I do not offer prizes or rewards to the scholar or class bringing the most money. Circumstances vary so much in the homes that all cannot compete for prizes.

We have so formed the habit of speaking of "pennies," and singing "Hear the pennies dropping," that I sometimes think children may believe that any larger sum would not be acceptable. Let us consider thoughtfully if it would not be advisable to change this word "penny" to "money."

2. In addition to these special methods of benevolence, there are the regular Sunday collections, which all the children are expected to bring and deposit as their names are checked upon the roll. An accurate account for each child is kept, and is sent every quarter to the home, on the report card, in order that parents may know whether all the money reaches the school-room. In the city, many pennies that leave the home as missionary gifts find their way to the candy-stores; parents should know of this.

3. The Christmas festival benevolence has been for some years quite a feature in the class. There is

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the usual offering, for the orphanage, of an apple or a potato from each child. In addition, gifts are brought for some school for freedmen in the South.

I distribute early in November large paper flour-bags, upon which is printed the name of our class and the name of the freedmen's school, and a list of such articles as should be placed in the bag,—as clothing, books, games, toys, candy, etc.,—with a request that the bags be returned upon the first Sunday in December. The children are much pleased with the bags, and they furnish a constant reminder to their mothers of what is expected and when it is wanted. On the appointed Sunday the bags are returned. It is a beautiful sight to see nearly three hundred little ones walking into the class-room with these well-filled bags, nearly as large as themselves.

The bags are emptied and the contents made into large packages, which are forwarded to the South in time for the Christmas festival of a needy school. The bags are saved to do duty again another year.

The letters that come in return are sufficient reward for the self-denial of the little ones. Sometimes the children place their names upon the articles sent, and often receive personal letters of thanks.

4. Another method of benevolence at the joyous Christmas-time has worked well in our school: the collecting of games, toys, and clothing, and their distribution to the neglected in the courts and alleys of the city. Sometimes the children have gone with their teachers, and distributed the gifts with their

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own hands. I see no reason why the same plan could not be adopted in the country as well as in the city.

I do not believe in entertainments to raise money for benevolent purposes, even if less is obtained by other methods. It is too disturbing to the regular work of the class. If children, when little, are taught that this is the way to raise missionary money, they will not readily forget it, and in after years they will only contribute under similar pressure.

The following exercise has been used with profit in my class:

MISSIONARY EXERCISE

Teacher. What does the Bible say about the heathen?

Scholars. "Their idols are silver and gold, the work of men's hands. They have mouths, but they speak not: eyes have they, but they see not: they have ears, but they hear not: noses have they, but they smell not: they have hands, but they handle not: feet have they, but they walk not: neither speak they through their throat."

Teacher. Who are like unto them?

Scholars. "They that make them are like unto them; so is every one that trusteth in them."

"We come to ask our Father now, that eyes be made to see,
And hearts to burn, and lips to say, What can I give to thee?
We are a little mission band, with hearts right brave to do;
We'll give to Jesus all we can, and prove our love is true."

Teacher. What should be the measure of our giving?

Scholars. "Freely ye have received, freely give."

Teacher. What kind of a giver does God love?

Scholars. "The Lord loveth a cheerful giver."

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Teacher. What does the Bible say about giving and receiving?

Scholars. "It is more blessed to give than to receive."

Teacher. What does it say about the liberal soul?

Scholars. "The liberal soul shall be made fat."

"We bring the bright pennies;
They're little, we know,
But love going with them,
Great good they will do."

(The pennies can now be taken, unless they have been gathered before the session.)

Song. "Hear the pennies dropping."

Teacher. Does Jesus know what gifts we have brought him to-day?

Scholars. "Jesus sat beside the treasury,
Saw the pennies as they came,
Knew the hearts that loved to bring them
For the sake of his dear name."

Prayer. "Jesus, bless the ones we brought thee;
Give them something good to do;
May they help some one to love thee;
May we love thee too."

Recitations.

1.

"We know we're little, and our store of pennies is but small,
But then we want to give e'en these to God, who giveth all."

2.

" 'Help one another,' a penny said
To another penny, round and red;
 'Nobody cares for me alone;
 Nobody'll care when I am gone.
 But we'll stick together, and we'll grow in time
 To a nickel, or even a silver dime,' "

XI

Finances

IN this chapter I wish to speak not only to the primary teacher, but also to superintendents, pastors, and church officers.

There are persons who imagine because the children of the primary class are small their wants must be next to nothing; and that it is perfectly right to permit the teachers to pay for the things needed out of their own pockets. I wonder if teachers ever keep an account of the many small sums spent on the class during the year? If so, they have, no doubt, been much surprised at the sum total of these "small expenses."

We often hear teachers say, "We need many things to make our class attractive, but there is no money." This custom of short allowances to the primary class is not confined to mission schools; it is more prevalent than it should be in our wealthy churches.

What is the duty of the church authorities in this matter? Clearly the same as that of the head of the household, who provides the food and clothing.

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Is there any good reason why a parent should bear the expenses for the secular education of the child, and be unwilling to do anything toward its religious education? Parents never complain of paying taxes to support secular schools. It is certainly no less a duty that they should willingly bear their part in the expense attending the religious education of their children.

Is there any rule of justice or of Christianity that will permit a teacher to give time, strength, brains, and heart to this loving work of teaching the children of the church, and then graciously allow him the privilege of paying the expenses? This is frequently the real state of the case, even in schools of some financial ability. I hold that primary teachers should not be permitted to spend a single dollar out of their own pockets for the carrying on of this work. If they desire to aid in bearing the expenses of the school, let them contribute to the general fund in the same manner as any scholar, parent, or friend would do. They should carefully keep an account of *all* the expenses incurred in the work, and present the bill to the treasurer of the Sunday-school for payment.

There are four ways in which to meet primary-class expenses.

1. By an allowance from the church or school funds. I believe that the church should assume all the expenses of both departments of the school. They should be paid out of the same fund that pays the pastor, the chorister, and the sexton. I have

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seen some schools where the primary class was expected to raise money for its own expenses, give to missions, and perhaps help pay the church debt.

I should like every child to feel that the church is a real home to him or to her. The wants of little ones should be met and supplied in the same manner as the other needs of the Sunday home. Every church should take sufficient interest in the training of the children committed to its care to know what they require, and to provide the means for meeting every want. Where a school is supported entirely out of the church funds, it tends to bring church and school nearer together—to make the children to feel that they belong to the church, and the church to feel that the children are really its own.

In the church with which I am connected, the Sunday evening collections are given to the Sunday-school; and if these are not sufficient, friends and parents are solicited for additional contributions—those only being asked who do not work in the school. This plan has worked very satisfactorily for many years.

2. By contributions from the parents and friends of the school. There are many parents who would gladly give if they were approached upon the subject and a plain statement of the wants laid before them. Some parents imagine that a Sunday-school is, like the gospel, literally free, and costs nothing; that they are conferring a favor by allowing their children to attend the feast provided out of the slender purse of the

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teacher. In reality the favor is shown by the faithful teacher, who gives so freely of her time, strength, brains, and money to the training of the children of the church.

Parents whose children are connected with the class should be asked to give. I believe they would appreciate it more if the privileges their children enjoy cost them a contribution every year. I have found this so by experience. A very successful way of reaching the parents through the children was tried by a teacher some time ago. A package of envelopes, on which was printed a request for the home to help bear the expenses of the class, and asking for a contribution through the envelop of not less than five cents each week, was given every quarter to each child. Most of the parents cheerfully responded to the appeal, and in a year the aggregate was sufficient for a liberal expenditure.

3. Sometimes, when the first and second plans are not successful, recourse is had to various kinds of entertainments to raise money. Of course the children, who are always ready for any excitement, are very willing to help, either by taking part or by selling tickets. There is only one advantage to be derived from this plan: it often creates in the parents, for a short time, a greater degree of interest in the class, and it advertises the class in the neighborhood. The disadvantages are very great: during this time the class is excited and disorderly; children's minds are diverted from the study of God's Word; and little

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ones, who should be kept in the background, are made bold by appearing in public. I believe it to be the unanimous opinion of teachers that this method of raising money is very wearing to their nervous system, and is justifiable only in extreme cases. The real work of religious instruction should not be interfered with, even for the purpose of raising funds to carry on the work.

4. The last and most undesirable way is to take the money which the children have been encouraged to bring every Sunday for missionary objects, and spend it for lesson cards, papers, and other helps. Every penny should be appropriated to the object for which it was designed when brought by the children, and the children should always be told to what benevolent objects it has been given. A better way is to let them have a vote on the subject, in order that they may have a deeper interest in the work. If they know that the church cares for their wants they will do all the more for the cause of missions. Should the little ones help in the church expenses? No; not regularly. A case might arise where a church being in debt for its building, the children might then give out of their mission fund to help pay for the Sabbath home in the same spirit that they would give to any other needy church and school.

Primary teachers should lay the wants of their class before the superintendent and church officers, and endeavor to enlighten them as to the needs of the

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little ones. If the authorities are doing all they can in the matter the teachers should not unduly press them.

It has sometimes been asked, "How much should be spent on the class?" There is no rule which will apply to every school. Circumstances and location create different needs. From my own experience, and the information I gather from others, I am led to believe that a contribution of one dollar a year for each scholar would be sufficient to purchase lesson papers and cards, provide for the Christmas entertainment, and allow for the purchase of one or two adornments for the room.

XII

Singing

A PROMINENT Sunday-school worker lately said to me, "There is nothing new in primary work." Many of our devoted and active primary teachers, as they hear this, will no doubt exclaim, "Where does this man live, that he is unconscious of the rapid advance in our work!"

In this forward movement there is nothing more worthy of our attention than the subject of singing in the class. Let us take a glance backward. I look over my music scrap-book of twenty years ago, and select from it, out of many, only six songs that appear to have been standard favorites in my class at that time: "Jesus, I love thee"; "I am so glad that our Father in heaven"; "I think, when I read that sweet story of old"; "I want to be an angel"; "Far out upon the prairie"; "There is a happy land."

From what sources were these songs gathered? Mostly from the song-books prepared for the older

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scholars. There were no special books for "the little ones"; so a selection was made of such pieces as seemed adapted to their use, but which very often failed to meet their special wants. These few old songs, together with others, while they will never outlive their usefulness, are "out of style" to the present generation.

Has there been any improvement over these? I think so—not only in the style of the music, but especially in the simplicity of the words which are used to present the great truths of the Word of God.

There is no part of the order of exercises that is so useful, and at the same time so much abused, as singing. For what useful purpose do we sing? (1) As an act of praise to God; (2) as the means of teaching Bible truths; and (3) as one means of putting in exercise the activities of restless bodies. In what way is it abused? (1) When used as a means of showing off children to visitors; (2) when used as a means of filling a gap.

Some teachers say, "When everything else fails, we can sing." True; but is this the real object of singing? Is so high and beautiful a gift from God to be perverted from its sacred use just to fill in the time or to entertain visitors?

Prayers that will remain in a child's mind for years, and perchance lead him to Christ, can be taught through the rhythm of song. The lesson hymns in the various lesson helps should be so arranged that they may be sung for an entire quarter to one tune, in

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order that the truth of the lesson, if not received through the Golden Text or the teaching, may find entrance to the heart through the song.

Nearly every child can sing, the exceptions being rare; and often through the week the children will be heard singing the Sabbath songs in the hours of play or work. Many a home has been brought to Jesus through the sweet songs of childhood. How very important it is that we should teach only such hymns as are truly spiritual!

I never intend to teach a song just because "the music is so pretty." I select a song primarily because it teaches one or more spiritual truths. If I want to bring to the children the great truth of the Trinity, how can I do it better than to teach the Creed song, "I believe in God the Father," in "Songs for Little Folks"? How can I better impress upon their hearts the work of the Holy Spirit than to teach the sweet song, "Soft and low," in "Little Pilgrim Songs"? If I want to teach the love of Jesus, and his willingness to receive them, how quickly they will learn from that sweetest of songs, "Room in thine arms, dear Jesus," in "Silvery Echoes"! If I wish to teach them to trust in God, the snow-bird song commencing, "What will you do?" in "Infant Songs," will impress it very simply and forcibly on their minds.

Song-Books.—Many of the books prepared especially for the primary department have proved to be filled with most excellent pieces; there have been many others that should never have been printed.

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In the Appendix will be found a list of the most valuable ones, from which teachers can make their own selections.

But even from this array of books it is impossible to select one that will answer for all teachers and all classes. The model primary song-book is yet to appear, and it may take another generation of faithful workers to produce it. And yet every teacher can have a model song-book. It can be obtained only through much thought and study. A teacher who desires to make a model book should purchase a large scrap-book, several sheets of music-paper, and many song-books. A good pair of scissors, a bottle of mucilage, a pen, and, lastly, a brain capable of selecting from all this material just what is needed for the particular class, will in time prepare a model book. Where teachers do not care to mutilate these books, the songs can be copied upon the music-paper and pasted to the short leaves in the scrap-book. This book should be carefully indexed; it will be worth all the time and money spent upon it. This is far better than to use many books at each session. I recently saw twelve different song-books on a piano, every one of which was used during the session.

In making a selection of pieces it is necessary to prepare for the following parts of the program: praise songs, prayer songs, marching songs, motion songs, birthday songs, missionary songs, songs for special days, and closing songs.

I firmly believe in teaching the children the stan-

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dard songs of the church. We often sing "Coronation." The tune "Webb" is a great favorite. To this we sing the words, "Oh, happy were those children," and "Our dearest friend is Jesus."

Teaching Songs.—How shall songs be taught to children? If the children are very small and cannot read, the songs must be taught line by line and thoroughly explained. If the majority of the class can read, as is often the case, the better way is to stencil the words on paper or muslin and display them before the class.

For my use I buy white holland, forty-four inches in width. This is so thick that both sides can be printed. On this I stencil the words in black or red ink, using letters one inch in length. I do not use more than three verses, often only two. The song is then attached to a spring curtain-roller and placed in front of the children.

I have found a better way than tacking the holland to the roller, namely, to tack to the roller half a yard of holland which will be permanent, and then to this stub pin the songs when the changes are made.

Another way is very successful: place a small pulley at the top of the room, and through this run a cord, by which the song to be used can be raised to its proper height. This keeps only one song in sight at a time.

When the hymn is unrolled for the first time, I explain what it teaches, and talk awhile about it. It is read line by line by those who are able to read,

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and a few minutes are spent in teaching it to the younger ones. Then the music is played upon the piano. As this is done, I point to the words, and the children easily follow, connecting the words with the music. After this the leader sings the piece once or twice; then the children are asked to join her in singing, and, after thus running over the hymn a few times, the children have learned it. It is sometimes a good plan to try the boys on a new piece, then the girls, and then all together.

Do nothing else at the time of singing. Some teachers take this opportunity to distribute papers, to collect money, or to put on wraps. This tends to irreverence. Impress upon the children that singing is as much a part of worship as prayer or the reading of the Scriptures.

What qualities should a song suitable for this class possess?

The words are of the first importance, as they will live longer in the child's memory than the music.

1. Words of Scripture, or, as near as possible, those which embody the thoughts of Scripture.

2. Words that teach praise and devotion, and are simple. I do not mean by this many of the too childish words that are used. Boys of eight or ten years of age are not "little lambs," and, as a rule, they will not sing pieces on this order.

Music.—Let this be appropriate to the words. Let it be within the compass of children's voices. Chil-

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dren in the primary class cannot sing above C without difficulty. The boys know this, and stop when the notes run higher; and then we wonder why they do not sing. They are not to blame. The music-composer is to be blamed first, and then the teacher for selecting the tune.

Children enjoy songs of "marked rhythm," especially marching songs. They also like songs in which the harmony has "gentle and simple modulations." They do dislike "rapid and abrupt changes from high to low notes."

Children love the old songs more than we give them credit for. When they are asked to choose a song, is it the one they last learned, or the old familiar song? For this reason it is much better to use on anniversary and festal occasions very familiar pieces, as they will be rendered much better. Some songs will never wear out, and, when once stenciled, will last for several successive classes.

Thorough Explanation.—If children learn the words of a song incorrectly, it is the teacher's fault. The words of every song should be *very carefully explained*. A boy went home and said, "Oh, we had a splendid school, except that Jesus was not there." His mother said, "How do you know that, dear?" "Because he was out calling and, of course, he was not there." "What makes you think he was out calling?" "Because they sang it over and over: 'Jesus is calling, is calling to-day.'" Who was to blame for this?

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Lettering Songs.—The Rev. E. M. Fergusson, of New Jersey, gives these hints in the "Sunday-School Times" for lettering:

"1. *Ink.*—Use Thaddeus David's 'Letterine.' If this ink cannot be procured, ordinary washing blue, thickened with mucilage, will do.

"2. *Brush.*—A red-sable pencil; it is long, fine, and stiff, and enables one to letter rapidly.

"3. *Right Letters.*—Back-hand italics are the easiest to make quickly and plainly.

"4. *Lines.*—Rule on the table—not on the muslin—or on a manila top held on with thumb-tacks. Have lines as close as two inches; two and a half is better. Make the lines clear and black, or they will not show through the muslin."

Stencils.—Every teacher should own a set of one-inch or inch-and-a-half stencils. They are not expensive, and last for years.

The rubber-type sign-marking letters are more cleanly to use, but more expensive. Teachers who can afford them will appreciate them. (See Appendix.)

Home Work.—The aid of parents can be secured in teaching new songs: (1) by printed orders of exercises, which the children can take to their homes; (2) by the use of the "Simplex Printer," or any form of duplicating by means of which many copies can be struck off at a very small expense and sent home by the children. (See Appendix.)

While there is very much of good in the songs that

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have been composed for the little ones, there is also much that is unfit to be presented to them. The primary song-book of the future will be devoid of meaningless words and light and trifling music. In its songs the truths of the Bible will be taught in simple words and set to sweet music arranged within the compass of youthful voices.

XIII

A Separate Primary Room

THE first and most important need of a primary class is a separate room. Complete isolation must be secured if the best work is to be done. This is easily secured in large and wealthy churches. It is not always easy to secure this separate room in a small church where space and means are limited. As many teachers have overcome what seemed great obstacles, I feel confident it will help others who are struggling with the same problem if I quote from those who in some measure have secured a separate place for their little flock.

ONE ROOM MADE MANY ROOMS

The Rev. Parker P. Pope, D. D., of Van Wert, O., furnishes the following interesting item of information showing how a Sunday-school can have separate rooms and so graded classes in a one-roomed church. He says :

“Some time ago, entering a little country church twenty-eight by forty in size, I was agreeably sur-

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prised, when the introductory services of the Sunday-school were over, to see the little church suddenly transformed into as many rooms as there were departments or classes. Six or eight folding screens, which had stood in the librarian's corner, were brought forth, stretched out in the proper places, and in less time than it takes to tell it the classes were at work in their improvised separate rooms. The architectural question was fairly settled for them, for the departments were isolated from each other so far as sight was concerned, and to an appreciable extent the sounds were less disturbing, while each teacher could keep the full attention of the class. The means and method were inexpensive, and at the proper time the screens were removed and all was again one room.

"Every country church could so be transformed to very great advantage, and the architectural question removed."

From the Washington State *Sunday-School Worker* I take the following :

A primary teacher wrote :

"We have no separate primary department nor blackboard, nor any materials nor money to buy them. What can I do for my class? I am so discouraged."

In reply to that appeal a letter was sent with this suggestion :

"First, to secure as great a degree of privacy as possible, select a comfortable corner of the main room. Insist on the wee ones having the corner with the best temperature; keep on insisting and you will

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surely get it. Next, proceed to curtain or screen this corner. Curtains are, perhaps, the cheaper; but as many times they are in the way at other services, screens are really to be preferred. With two three-fold screens six feet in height (no matter how rude the frame or cheap the material), you can have a fair degree of privacy, and the screens can be folded and put out of the way during all other church services.

“The cost need be but small.

“Once safely ensconced behind your screens you can have nearly all the exercises allowed by a separate room, with the exception of loud singing and marching. You will probably be able to have some soft little songs.” (See American Blackboard Co. in Appendix.)

The following suggestions were given by Mrs. Clara D. Pierson in *The Sunday-School Times* :

“Where a separate room is out of the question, the next best thing must be done. This may be the curtaining off of one corner of the large room, or the shutting it off by adjustable screens. In either case you must consider the threefold problem of having the enclosed space well heated, well lighted, and suitably seated. There is also the ever-present question of expense. If curtains are to be used, firm wires may be strung across the main room in both directions, including in one corner as much space as is required for the class. These should be placed at least six and a half feet from the floor, as it is desirable to shut off from the pupils outside even the possibility of watching the nodding feather on the teacher’s hat. The

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wires should be stout, and must be tightened from time to time, as they sag.

“The coloring of the curtain should harmonize with that of the room, and light or dark shades should be chosen according to the necessity of increasing or toning down the amount of direct light. A good quality of unbleached ‘factory’ is usually the most satisfactory, having about the desired weight, costing but little, and being easily laundered. A six-inch border of turkey-red pleases the children, and it is not so easily soiled as the white edges in arranging the curtains. It is a good plan to sew small brass rings to the outer edge of each curtain, and fasten these to corresponding hooks in the walls, so lessening the inevitable swinging to and fro, and making less peep-holes.

“An even better, although rather more expensive, way, is to have two large, light, folding screens secured to the walls on either side of the desired corner, ready to extend into temporary partitions. Being fastened by stout staples to the walls, there is no danger of their upsetting, and there is no swaying to and fro in passing gusts of air.

“If it is at all possible, have seats adapted to the height of the children who are to occupy them. Young muscles soon tire, and the child whose legs hang unsupported from the knees will either swing his feet or kick his neighbors. If you cannot manage to have low seats, you can at least remember this, and give the children a chance to rest now and then by having them stand for a minute or two. It is easy to find some pretext for this.

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“Cultivate a feeling of proprietorship in ‘our little room.’ Have their thoughts centred within the enclosed space, and lessen as much as you can the necessity for communication with the general school, except during opening and closing exercises. Each time that superintendent, secretary, or visitor enters the enclosure, the attention is diverted to some extent. Foresee and forestall the possibility of such interruptions.”

Helpful Leaflet.—A most excellent leaflet on “The Separate Primary Room Problem” has been prepared by Mrs. J. E. Hobart, Minneapolis, Minn. Send two cents for a copy.

XIV

The Cradle Roll Department

To the latest and by all means the most important department of the Sunday-school has been given the name of the Cradle Roll, which name will probably cling to it, although Baby Roll would have been better, so few cradles being in use at present.

The idea first originated with Mrs. Juliet Dimock Dudley, of Elizabeth, N. J. When the primary class was given into her charge in the autumn of 1883, Mrs. Dudley found a record of babies' birthdays on the last page of the visiting book. She gave the name of Cradle Roll to this list, which her predecessor had prepared when she made her visitations among the primary scholars.

Its Object.—The object of the Cradle Roll is to secure the names and ages of all children too young to attend the Sunday-school, and enroll them as members, thus placing around them the fostering care of the church and school.

“If, as Oliver Wendell Holmes says, the training of a child should begin a hundred years before the

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child is born, then certainly the Sunday-school may claim the child as soon as it is born ; instead of waiting three or four years for it to make its appearance in the primary class."

How Secured.—Teachers in their visitation can easily secure the names of the little ones. The visitors of the home department can also help. I have found the best helpers to be the children of the primary class, who are always very anxious to have their new baby's name on the Cradle Roll. I heard of one little girl who had learned the familiar song, "Gather Them In" ; and when the new baby brother was laid in her arms for the first time, she said, "How soon can I gather him in?" Application cards are very cheap, and a liberal distribution of these among the children will bring good results.

Printed letters to the mother can be sent with the application card, but a written letter is always of greater value, and a visit is worth more than anything else. The following form is in much use :

MY DEAR FRIEND :

We are about to form a new class in our Sabbath-school, the members to be those children of the families of our church and school who are yet too young to attend the regular sessions of the school. The class will be called the Cradle Roll.

We shall be very glad to have the little ones of your household on the roll, to remember and pray for them ; and so I enclose this card, hoping you will fill it out. Upon its receipt a certificate of membership will be sent you, and upon each birthday we will send

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the little member a pretty card to let you see we have not forgotten your child.

Feeling that we shall both bless and be blessed in this new effort, I am,

Very cordially,

When the child's name has been secured on the application card, make an announcement of this to the class, read the name and age, and at once place the name upon the large Cradle Roll which should always hang in sight of the class. A few words of welcome should be given by the superintendent, and one of the Cradle Roll Welcome Songs used, and a short prayer offered for God's care of this new member, and all others on the Cradle Roll. Use a little prayer similar to this :

"God bless the babies now on our Cradle Roll,

Bless them and keep them throughout each glad day ;

Watch them in daylight, and guard them in darkness,

May they grow gentle and sweet alway."

Invite both parents to visit the class upon the day their baby is received. Many will not only come, but in some cases will be able to bring the little one with them.

Enrollment Card.—When the baby has been formally received, the enrollment card should be filled in and sent to the parents.

Birthday.—The teacher should send a card on the birthday of the little one. I prepared the following form for the Presbyterian Board of Publication, and use it in my school.

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BIRTHDAY CARD

To the Mother of

DEAR FRIEND:

The name of your little one is upon the Cradle Roll of the Primary Class. As this is birthday I send this card to remind you that your child is remembered. I am earnestly waiting for the time when will be old enough to come with you, and be present in the class.

I pray that God may bless you as you strive to train your child for his service.

Very sincerely yours,

. Supt.

Date,

Nothing will touch the parents more than to have the baby remembered. With the card enclose a little envelope for a birthday offering, and the case will be rare in which the mother does not send an offering to the class, and perhaps come with it, and hold up the little one, while the tiny hand tries to put the first penny in the birthday box. This can be done at the same time that the older scholars are placing their offering in the birthday box.

Cradle Rolls.—Beautiful Cradle Rolls have been published at prices to suit all purses. (See Appendix.)

A Record.—The application cards can be filed away, arranged alphabetically or according to months, so as to keep track of the birthdays, or a "Card System of Records" can be used. (See D. C. Cook Publishing Co., Appendix.) Many teachers may wish just to record the names in a roll book similar to the regular roll of the primary class.

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Promotion.—When the little one is old enough to attend the school, her name should be entered on the Beginners' Roll, and either removed from the Cradle Roll or a gilt star placed opposite the name.

What It Does.—It causes the little ones to come to the Sunday-school sooner than they otherwise would. It opens the parents' hearts to love the school and superintendent, for any little attention paid the baby will do this quicker than anything else.

Special Days.—The little ones should be invited to attend the Christmas entertainment of the primary class, which should always be held upon some afternoon. Seats should be provided near the platform for the mothers who will have to come. Some little toy (rubber preferred) should be given to the baby, and a gift for the mother also.

In my own class I ask the mothers to stand the babies in a row on the platform, where all can see them. This is the prettiest sight of the hour. I give rubber toys to the babies, candy and refreshments to the mothers, and send the toy to every absent member, to show that they are not forgotten. This little attention goes a great way.

Rally Day is also a good time to invite the mothers and babies, as it comes at a season of the year when they can attend. Children's Day is also a good time to have the babies visit the church and school.

XV

Graded Classes

UNDER the present plan of organization, it is possible to have three distinct grades in nearly all primary classes of any size, namely :

1. Children from three to six years of age.
2. Children from six to nine years of age.
3. Children from nine to eleven years of age.

Each grade needs exercises and teaching particularly adapted to it.

In the public schools there would be several grades covering these same ages. Should we who aim to teach the greatest of all truths be less careful than those having charge of public schools? I think we often lose sight of the fact that the "Sunday-school is, and must be, a *school*." In the public school the pupil has his proper place assigned to him by the principal; he has no choice in the matter. The Sunday-school will never do its best work until it has well-defined grades, in which pupils are placed to

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take up a systematic course of study, after some preliminary examination.

Cannot primary superintendents learn from the public-school system that they also need a systematic plan from the foundation? A child, upon entering the public school, has ever before him the incentive of promotion; for this he works and studies, is frequently examined, and finally promoted. Cannot some such system be introduced into the Sunday-school, and has not the time arrived for the primary department to take the initiative step?

A wise teacher has said that this system is needed in the primary department for these reasons:

“1. Children of about the same age and intellectual development should be in the same class, as they are in secular schools.

“2. They need the presentation to them of such truths only as are adapted to their needs and understanding.

“3. They need only those methods of instruction which are in harmony with the way in which pupils of that age must gain knowledge.”

The easiest manner of grading the class is to apply the age test. Yet this would often prove a failure if we made it the only test. There should also be an educational test for passing from one grade to another.

An Attempt.—Where it is impossible thoroughly to grade this class, there should be an incipient grading by placing the scholars according to age—the young-

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est in front, the next age behind them, and the oldest ones in the rear. When so seated, the teacher should require from the second grade, lessons more difficult than those from the first, and the lessons of the third grade should be in advance of those of the second.

“The Graded Supplemental lessons arranged by the International Primary Department” could be taught to such classes, either from the platform, or by class teachers. (See Appendix.)

The best arrangement would be to have these grades under the supervision of the superintendent of the primary department. It would be well to have them in three separate rooms; this, however, can seldom be accomplished. Many schools might be able to have the three grades in one room, separated by curtains. By this arrangement the grades could join in the opening and closing exercises, and have a portion of the time for their separate teaching and exercises. It is always possible for these three grades to be in one room learning the supplemental lessons belonging to each grade without interfering with one another.

Supplemental Lessons.—In addition to the teaching of the lessons selected by the International Lesson Committee, every pupil should be taught other portions of the Bible which have come to be considered fundamental to a child's knowledge of the Scriptures. The selected lessons touch these only at long intervals, but they are so essential in laying the foundation of religious instruction that they need to be reviewed

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nearly every week. Specification of these is not necessary, as they may be found in the "Graded Supplemental Lessons." (See Appendix.)

How Taught.—The superintendent should allot a few minutes of every session for such teaching. The teachers of divisions or classes should also be allowed a few minutes for this work.

The scholars should have these in printed leaflet form, containing only one year's lessons, so that the parents could teach them in the home.

The Commandments.—These should always be in sight, either in the printed form which is for sale by all houses who furnish Sunday-school requisites, or stenciled upon muslin or paper. A short exercise explaining the origin of the commandments is helpful before repeating the words. If the teacher is not able to use this exercise weekly, at least ten minutes a month should be devoted to it. (See note page 136.)

The Beatitudes.—The words of our Saviour as found in the Beatitudes can be procured printed upon muslin. They are printed in two colors, so arranged that the teacher and scholars can alternate in the recitation. Monthly drills in these will be beneficial.

The Twenty-third Psalm.—This beautiful shepherd-psalm of David should be taught to every child, and repeated at least once a month, if not oftener. (See Appendix, "The Shepherd Psalm for children.")

The Books of the Bible.—The child should be taught more knowledge of the Bible than can be imparted through the regular lesson of the day. He

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should be informed about the origin of the sacred books—how their contents were imparted to the holy men of old, and all the steps which led to the construction of the Bible as we have it, from the earliest writings down to the later translations. He should be taught to repeat the names of the sixty-six books of the Bible, and to become so familiar with them as to be able to turn to any book. A drill of ten minutes once a month will give a great amount of information to the primary scholar, which no other department of our schools at present furnishes.

One of our most prominent Sunday-school leaders says: "If the child does not receive this knowledge about the construction of the Bible in the primary class, he will never get it till he reaches heaven." He intended to convey the thought that other departments would not do this work. In my class I use an interesting exercise on the books of the Bible, which is enjoyed by old and young. (See "Books of the Bible for Beginners," in the Appendix.)

The Creed.—Those who have objections to teaching the essential doctrines of the Church in the form of the Apostles' Creed will find a simple form, set to music, and accompanied by motions, in "Songs for Little Folks," the first line of which is, "I believe in God the Father." Children love to sing this hymn, and it teaches important gospel truths.

These supplemental lessons should be studied gradually and systematically during the time the child is in this class; examinations should be held every year,

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and a final examination before promotion. Would it not be quite an incentive to the child to study if he knew that promotion depended upon a successful examination? A certificate of such examination, entitling to promotion, would be a prize of great value for many years.

Promotions.—When children reach the required age it is much better that they be promoted. Some teacher may ask, "Should they be promoted if they have not learned the required lessons?"

I reply to this that it will be an exceptional pupil who, having passed through all the grades of the class, is not qualified when he reaches the age limit. Even should there be no instruction at home, the frequent reviews in the class would give this knowledge; and it is far better to promote even on an imperfect examination than to retain a pupil so long that he feels he is staying in the "baby class."

A teacher writes: "I promote when my scholars are ten years of age, and can read in the third reader, and have committed to memory certain supplemental lessons, and have regularly recited the Golden Text for at least one year."

Perhaps the majority of schools have about this same method. In theory I believe every child when promoted should be able to find the place and to read with ease in the Bible:

1. Because a child who cannot read has no place in a class where each member is expected to have a Bible and to read from it.

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2. A child should be qualified at the age of ten for promotion; to remain beyond this period results in a loss of interest on his part.

3. A child should cultivate the habit of reciting at least one verse every Sabbath; otherwise he will find it difficult to take up the allotted task of a greater number of verses in the higher departments.

The scholar should repeat all the required lessons to the superintendent. It will add greatly to the interest of this work if the individual child, or a number of children, should be required to recite all the lessons before the class on the day of promotion.

The Teacher.—Shall the teacher be promoted with the pupils? Circumstances must govern this. Unless the teacher is a faithful student of the Bible and is progressive, she would better remain in her old position. Few teachers are able to comprehend the growth of the child's mind and to keep pace with it.

Preparation for promotion should not be permitted to interfere with the regular work of the class, and it will not if the supplemental lessons have been faithfully taught. The preparation will simply partake of the nature of a review.

In forming a class for promotion, children of the same age and social position should be grouped together. I do not believe it is well for the new class to be composed of children differing much in tastes and social life; they are now to become much like a small family, and in much closer contact than they were in the primary class. Many of these children

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are nearer to becoming Christians when they leave this department than many are willing to believe, and the prime object of the whole work depends very much upon the teacher into whose hands they are intrusted when leaving this department.

Teachers Secured.—At this point a serious question meets both the primary teacher and the general superintendent—"Who is to be the teacher of this class?" The following method has been altogether too prevalent in the past: The superintendent says to the primary teacher, "Miss Brown wants a class of little girls from your department. I want to interest her in the work, and I wish you would select a class as soon as possible." The primary teacher says, "Yes; I have a class just ready to leave, which you may have."

It would be much better to say, "Does Miss Brown know how to teach? Has she had any experience with children of this age? Does she love them, and will she study to interest and instruct them?" Many superintendents would most likely reply to this, "Oh, well! Miss Brown has never taught before, but she will do for children just out of the primary class; besides, it will do her good to teach."

The primary teacher unwillingly yields to the request of the superintendent, and Miss Brown is given the class to "practise on." Result: the transition is too great; Miss Brown fails to interest the children, and in a few Sundays they stand around the doorway, gazing wistfully into the old familiar class-room, and

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sometimes are heard to say, "Can't I come back?" The teacher replies: "Oh, no! you are promoted now. You do not want to be put back a grade, do you?" The child answers, "No; but I don't like my new teacher and the big school."

What was the trouble? Just this: the teacher was not qualified to receive and hold these children whom the former teacher had been preparing for years for this change.

Dr. P. S. Henson wisely said: "In the name of all that is tender in childhood and sacred in religion, we protest against intrusting these young children to incompetents. Many primary teachers, witnessing this 'slaughter of the innocents,' this sad misuseage of children who have come to be very dear to them, are reluctant to part with them at all, and so are tempted to plant themselves against the door which leads from the primary department and thus to keep the children beneath the sheltering wings longer than they should."

The question arises, How can a teacher receive the necessary qualification for this work?

1. Every school should have a class in which to train teachers. Teachers can receive valuable help by attending the meetings of a Primary Union, if there is one in the neighborhood.

2. If such does not exist, a very fair knowledge of the method of teaching little ones can be learned by occasionally listening to the primary teacher.

3. A much better plan is for the prospective teacher to become an assistant in the primary class for several

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weeks or months, and be transferred with the new class as its teacher. Work in this class is most excellent training for work in the higher departments. Instruction in all departments of the school should be by the same method as that adopted in this department, but in higher grades.

4. Where a new teacher with no experience has been selected, and must shortly have charge of the class, a good plan is to invite her to sit for a few Sundays in the primary room with the group of children selected for transfer, to become familiar with the manner of teaching and to make the acquaintance of the children. By the time they are transferred both teacher and scholars are like old friends and are better fitted for work in the new department.

I have tried both the third and fourth plans very often, and know that they are quite successful.

Promotion Day.—When the pupils are ready for the transfer and the new teacher has been selected, great prominence should be given to the manner of promotion. This should take place on some special occasion, such as Children's Day, the Anniversary, or at the Christmas festival. Arrange a very attractive exercise, give a public notice of it, and invite especially the parents of the children of the primary class. The parents of the graduating class will be sure to attend. In arranging the exercise, assign some prominent part to the pastor and the superintendent. Have the graduating class take part in the exercise, and present each one with a diploma signed by the

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primary superintendent, the pastor, and the general superintendent.

It would please the scholars to be invited to the house of the primary superintendent for a social gathering, to which the new teacher should also be invited.

Many graduating exercises have been published, but teachers may prefer to make one suited to their own needs. (See Appendix.)

It is now considered best to teach the Commandments in a shortened form to children under nine years of age, for example, "Remember the Sabbath Day to keep it holy." The Books of the Bible should not be taught in the primary class where the children are under nine years of age. This work properly belongs to the junior department. Where such a department has not been formed, the children should be given some knowledge of the book which is to be placed in their hands when they are promoted, or they may fail to ever receive it. Both the Beatitudes and the Creed properly belong in the junior department when a school is graded as it should be. (See chapter on Junior Department.)

The material in outline form as classified on the following page, has been arranged in groups, by quarters, and will be helpful to teachers. See "Outlines of Graded Supplemental Lessons." Page 128. Appendix, 251.

CLASSIFICATION OF MATERIAL FOR SUPPLEMENTAL STUDIES.

Used at the Western School of Primary and Junior Methods, Denver, Colo., June 24, 1902.

BEGINNERS 3, 4, 5.	PRIMARY 6, 7, 8.	JUNIOR 9, 10, 11, 12.
<p>God's Love. 1 John 4: 8. (L. Cl.)</p> <p>God's Care. Ps. 4: 8.</p> <p>God's Goodness. Ps. 145: 9. (First Cl.)</p> <p>The children's invitation. Mark 10: 14.</p> <p>Love to others. 1 John 4: 11.</p> <p>Love Shown by giving. Matt. 10: 8. (L. Cl.)</p> <p>Love shown by obedience. Col. 3: 20.</p> <p>Test of Love. Prov. 20: 11. (First Cl.)</p> <p>Love shown by kindness. Eph. 4: 32. (First Cl.)</p>	<p>PRAISE TEXTS.—Ps. 126: 3; Ps. 107: 1. (First Clause.)</p> <p>GIVING TEXTS.—James 1: 17. (To word Father.) John 3: 16. Matt. 10: 8. (Last Clause.) Matt. 25: 40. 2 Cor. 9: 7. (Last Clause.) Acts 20: 36. (Last Clause.)</p> <p>MISSIONARY TEXT.—Mark 16: 15.</p> <p>TEMPERANCE TEXT.—Prov. 20: 1.</p> <p>THE GOLDEN RULE.—Matt. 7: 12.</p> <p>THE GREAT COMMANDMENT.—Matt. 22: 37-39.</p> <p>THE CHRISTMAS STORY.—Luke 2: 8-20.</p> <p>THE EASTER STORY.—Mark 16: 1-7.</p> <p>THE SHEPHERD PSALM.—Ps. 23.</p> <p>THE LORD'S PRAYER.—Matt. 6: 9-13.</p> <p>HYMNS.—The Doxology. The Sweet Story. Joy to the World.</p>	<p>Special Teaching on Benevolence, Prayer, Temperance and Salvation.</p> <p>Books of the Old Testament and of the New Testament with a general knowledge of their contents.</p> <p>Simple Bible Geography.</p> <p>Heroes of the Old and New Testaments.</p> <p>Names of the Apostles.</p> <p>THE APOSTLES' CREED.</p> <p>THE TEN COMMANDMENTS.</p> <p>THE BEATITUDES.</p> <p>HYMNS.—All hail the power of Jesus name. From Greenland's Icy Mountains. My Faith looks up to Thee.</p> <p>Choice for Extra Memorization Work.</p> <p>1 Cor. 15: 51-58; Matt. 6: 25-34; Ps. 121; John 14: 1-14; 1 Cor. 13; Ps. 100; Ps. 19. Ps. 24.</p> <p>BIBLE SONGS.—Such as Mary's Song. The Angels Song. Luke 2.</p> <p>HYMNS.—Jesus, Lover of My Soul. Love Divine. Onward Christian Soldiers. Holy, Holy, Holy. Guide me O thou Great Jehovah.</p>

Inserted by permission of the Central Committee of the International Primary Department.

XVI

Birthdays

THE person who introduced the recognition of birthdays in the primary class deserves honorable mention. The small gift from the teacher brings much sunshine into the heart of the little one. It may be the only reminder received of this important day, and often becomes a much-valued treasure. Starting originally in the primary class, it has spread into the main department. A short time ago I saw a birthday-box in the vestibule of a church, for old and young to deposit their thank-offerings for some worthy cause.

Here are a few simple suggestions to help make birthday exercises successful.

1. When the child's name is entered on the roll, be sure to learn the day and year of his birth, and enter these also.

2. Be constantly watching for such gifts as will please little people — picture-cards with birthday mottos; silk ribbons with the name of the class and

Birthdays

a motto; a printed form of birthday letter to be inclosed with a picture-card. The best remembrance is a personal letter from the teacher to the child, making mention of such things as will be of special interest to that child. This should be written on dainty, ornamental paper. I have used the following letter:

“DEAR —: The Oxford Primary Class wishes to remember your birthday and by the hands of your teachers send you this greeting. We hope that you will have a very happy birthday, and that you will remember to thank your loving Father in heaven for his great kindness in sparing your life for — years. As you grow older we hope that your parents and teachers will be able to say of you, as God’s Word says of Jesus when he was young, ‘And the child grew, and waxed strong in spirit, filled with wisdom; and the grace of God was upon him.’

“Your loving teachers,

“MR. and MRS. ISRAEL P. BLACK.”

This letter was printed upon a card folder, four by six inches, with a picture on the first page, the letter on the second page, and the following stanza on the third:

“We’ll ask the Father’s hand
To guide your steps aright,
And lead you safe, through every year,
To his own home of light.”

The children prize these letters among their most valued treasures. Many are replied to, and these replies the teachers file away as being very precious. How eagerly the little folks watch for the postman

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upon this important day, to see if the teacher has remembered them! Some teachers send a small bouquet with a card attached.

3. Inclose with the letter a small envelop on which is printed "Birthday Offering." This is a reminder that the child is not only remembered, but in turn is to remember those who are not so fortunate as himself. The teachers should make frequent references to this gift, so that the child will thoroughly understand its purpose, and save his pennies for it.

4. After the opening exercises of the class, hold up the birthday-box and ask all who have had a birthday during the week, and who wish to remember it, to come forward and drop into the box as many pennies as they are years old. (Some of my scholars bring twice as many.)

5. Let the box be attractive in appearance. I once saw a beautiful blue velvet box, on which, in silver letters, were the words "Birthday-Box." As each penny dropped in it rang a bell, and the class could count how old the child was.

6. After all the money has been deposited, let the children who have given face the class while they sing the following, which is found in "Primary Songs No. 2," page 85:

" Sing again our birthday song;
Sing it gladly, sing it strong.
Birthdays come but once a year;
Sing it, sing it gladly.

Birthdays

Chorus.

“ — years old, — years old,
Here's a gift for each one told.
Place it in the birthday bank;
Give each year a penny.

“ We will praise our Saviour dear
For this life another year;
Jesus loves us every day,
Keeps us by his power.” *Chorus.*

The number of years in the chorus should correspond to the ages of the children. Where there are more than two, use the oldest and youngest ages.

7. After the song, ask all to bow their heads and repeat after the teacher a short sentence prayer, asking God to keep and bless all those who have had a birthday.

8. Let the money accumulate in the box for a year, then it should be voted by the class to some object. I have found the scholars interested in giving it to sick children in the hospitals, as a thank-offering to God for their own health and strength.

Teach your children to send their gift, when absent, or else to bring it the first Sabbath they return. If absent during the summer, and a birthday occurs, teach them to put the money away and bring it when they come back. The day should be remembered, wherever they may be.

The giving to the sick helps them to think of the less fortunate, and trains them in acts of benevolence.

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I believe it to be a mistake to remember the day with a gift to the child, and not teach the child to remember those whose lives need love and cheer.

The birthday-box has become a part of the exercises of the primary class. Let us use it in the spirit of training the children to be thankful and benevolent, and then it will always bring a blessing.

Miss Annie S. Harlow, superintendent of Bethany Presbyterian primary class, Philadelphia, Pa., has used the following birthday letter:

BETHANY SUNDAY-SCHOOL,
August 29, 1897.

[Below this heading are pasted to the letter-sheet eight little figures of boys and girls, in bright colors, indicating the age of the child who has a birthday.]

MY DEAR : —This bright morning these eight merry little people start out with their queer gifts to greet you on your birthday. They come to help you to remember that your teacher loves you, and to think how good God has been to you to spare your life eight happy years. What are you going to do to thank him for all his goodness to you? I love him and try every day to please him, and I want you to. As I cannot visit you myself, I send this big girl [on the side is a picture of a large girl with a basket of flowers] to tell you for me that the Saviour loves you and wants your loving obedience in return. May the great Shepherd keep you and all yours from harm.

Your loving Sunday-school teacher,
A. S. HARLOW.

In the same inclosure is a small picture-card containing the following words:

Birthdays

WISHING YOU MANY HAPPY BIRTHDAYS.

Your loving Sunday-school teacher,
A. S. HARLOW.

NOTE:—During the year 1902 I used Wilde's Scripture pictures, mounted upon heavy cardboard, with the following letter attached to the reverse side. The children were very much pleased with them, and they furnish the home with a valuable work of art.

OXFORD PRESBYTERIAN SABBATH SCHOOL,
PRIMARY DEPARTMENT.

A BIRTHDAY GREETING FOR

DEAR SCHOLAR:—Your teachers are pleased to wish you a very happy birthday. How kind your Father in heaven has been to love you and care for you for . . . years. You will surely wish to thank Him for all this love and care. You will also wish to thank your earthly parents for all they have done for you. Your teachers wish that you may have another year of blessing and happiness. Will you not try to make this the happiest year of your life by being loving and kind to your parents, teachers and little friends? We wish that as you grow in size you may also grow in goodness, and that you will try to follow the example of the child Jesus, who should be your pattern in everything you do. We hope that the picture on the other side will help you to think often of your dear Saviour and to love him very much.

Your loving teachers,

Date

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XVII

Order and Discipline

TEACHERS soon learn that it is useless to attempt to teach without order in the class. What is order? Is it to have every child sitting perfectly still and upright, like a statue? I think not. Children were not made to assume such unnatural positions for any length of time. I believe that order is best obtained when all the faculties of the child are being brought into play. Give him something to do; engage the mind in thought, the eyes in seeing, the hands in motion, and the order will soon take care of itself. A long time ago I made up my mind to have the order of exercises packed so full of good things that the restless boy would be kept actively employed. Experience has proved I was right, for now I have very little trouble about the order of the class.

There are three factors which enter largely into the conditions for maintaining order: 1. The room. 2. The child. 3. The teacher.

1. *The Room*.—This should be very thoroughly

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ventilated before the session. Open the windows while the children are gathering, even if it should be a cold day. They have their outer clothing on and will not notice it. Close all the registers where heat enters the room; it will keep warm enough. Children are like little stoves; they warm one another. If the room has a bare floor, be sure to have the chairs fastened singly to the floor, or else fastened together in rows. This will prevent much noise. Have all the coats and hats hung on hooks at one end of the room or in a closet provided for this purpose, or placed under the chairs. Collect all the pennies before the session begins, so that they cannot be played with. Permit no passing through the room, especially during the lesson. Ask visitors to refrain from whispering, as it diverts the children's attention. The superintendent should look after all these details, and not trust too much to the assistants.

2. *The Child*.—I am convinced that very much of the disorder in the class is due to the activity of the child, which must find vent in some manner. I once asked a boy why he did not sit still in the class. He replied, "I can't do it; I am so full of spirits." Mrs. J. W. Ford gives a similar experience: "I remember once, when my husband had unduly repressed our little son, that the boy had not heard the gate click after his father's retreating form before he gave a blood-curdling 'war-whoop,' accompanied with a bound which brought him to my feet. I caught him in my arms with, 'Have you gone crazy, darling?'"

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What is the matter?' 'No, no, mama; I'm all right!' was the answer. 'I'm all right *now*, but I should have *died* if I couldn't have let off steam.'"

How to Deal with the Disorderly Child.—Nine times out of ten this will be a boy. What shall be done with him? Find something for him to do. Ask him to help in some way before the session begins, and so let him work off the steam, if possible. Call on him often during the exercises to answer a question or to help hold objects or maps. Ask him to do a special favor for you, namely, to sit in front, so as to be handy when you need his help. This removes him from his surroundings, which may have been the cause of some of his restlessness. Pay special attention to him during the week. Win his affection. The restless boy is generally a big-hearted, generous child who is willing to please. Never suspend a child. It may be well to send a note home by him at the close of the session, but always follow it with a visit. Never threaten to send a note home without doing so, if the disorder warrants it. A restless child is sometimes made to behave if the mother is asked to come and watch him. It is wonderful what a good effect this has on many children.

3. *The Teacher.*—The condition of the teacher has very much to do with the order of the class; she needs to look *within*. A cheerful and self-possessed spirit is soon felt in the class. A gloomy and discontented teacher has no right to teach little children. If a teacher easily gives way to her temper, can she

Order and Discipline

expect less of the children, who are the best of imitators? Rule well your own spirit before you try to rule others.

To have good order the teacher needs to observe the following suggestions, which I have gathered from many teachers: 1. Keep in good health and spirits. 2. Reach the room before the children; do not allow them to make a play-room of this part of the church and thus become excited before the session begins. 3. Have plenty of pure air in the room. 4. Do not begin till order is obtained. 5. Do not use a bell; it is conducive to disorder; quiet is needed, not noise. 6. Use the hands in giving orders for the changes in the service. 7. When teaching the lesson, do not stop to call a child to order, as this breaks the line of thought and often causes *more* disorder in the whole class. 8. Do not be suspicious of the children. 9. Do not watch them too closely. 10. Show confidence in them. 11. Make a distinction between viciousness and weakness. 12. Exercise self-control. 13. Avoid coming in direct opposition to a child's will. 14. Show no favoritism. 15. Lead rather than command. 16. Keep pupils busy. 17. Encourage self-respect. 18. Avoid a monitor system.

Some teachers have such a power within themselves that their look, motion, or word will command attention and order at once. Children know when a teacher expects an order to be obeyed, and they invariably take advantage of one who gives an order in a listless, half-hearted manner. A teacher thus

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reports a visit to what was called a "model" class: "During the session of one and one fourth hours three children out of the fifty paid attention to the teacher and the lesson. The remaining forty-seven adjusted one another's hats, nudged each other in the ribs, made paper birds, hats, and boxes from the Sunday-school leaflets, whispered a little, scraped their feet a great deal, threw spit-balls, and pulled hair. The teacher saw none of this, her eyes being riveted on her program, except when disturbed by a flying wad of paper landing on her person. One stern look over the class, and her eyes return again to the paper."

Who was to blame for this state of things? Most assuredly, the teacher. The best-governed classes are those in which attention is seldom called to the order. It is not best to call the attention of the whole class to some trifling disorder which may soon right itself.

Tardiness is a fruitful cause of disorder, for children will turn to see the late-comer. This can be greatly checked by the use of a card, hung in sight of the class, on one side of which are the words, "I AM EARLY"; on the other, "I AM LATE." Have the *early* side in view until after the first song; then let it be turned to the *late* side. Have the secretary keep the names of all who enter the room after the card has been turned, and announce the number before the school is dismissed.

Varying the Exercises.—"The surest way to have an

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orderly class is to have an interested one." Disorder often arises from a desire to change position; therefore vary the exercises and change the position of the children by motion exercises and songs.

Quieting.—Some songs softly sung have a very subduing effect on a restless class. Often a few sentences of prayer asking God to help them to be quiet and attentive have been very helpful.

Mrs. J. W. Ford says: "In the best-ordered primary room there will be moments when the teacher feels her class is but a 'bag full of bumblebees.' What shall she do? *Pound* on the desk, ring the *bell* loudly, begin to scold, or make *police* officers of the assistants, to bring the unruly ones into a momentary subjection? No; the wise teacher, patient and full of tact, will bring from her store of object-lessons and symbols some new figure, with, 'See what I have, children; would you like to hear about it?'"

Miss Mary G. Burdette says: "Like teacher, like pupils. 'Mama, I think Miss Marshfield awfully funny; she is always scolding us children for talking and playing in Sabbath-school, and she makes ever so much fuss herself.'"

Mrs. Faye Huntington says: "The average boy is not apt to do the thing you expect him to do; he is almost sure to do exactly what you expect him not to do; so be on the lookout for surprises, and whatever happens, be calm. Keep command of yourself. Sometimes you ask, 'What is the matter with the children?' Stop a moment and ask, 'What is the matter with me?'"

XVIII

Assistants

WHETHER the class is taught as a unit or subdivided, the superintendent cannot do *all* the work ; it is absolutely necessary to have helpers who will be regular and punctual in attendance. Those who come or stay away when they feel like it are of very little use ; in fact, they are a hindrance.

A helpful assistant will :

1. Be present when the doors are open.
2. Be in her seat when the children are ready to recite their lessons.
3. Preserve order in the room before the session begins.
4. Mark every child's attendance and recitation.
5. Sing and recite with the children. (Example is very strong on these points.)
6. Be alive to the very first appearance of disorder.
7. Visit during the week the new, sick, and absent scholars.

Assistants

8. Keep the superintendent informed of all such visits, and of any interesting incidents connected with the child's home life.

9. Bring to the attention of the superintendent anything that is wrong in the class, and suggest helpful changes.

10. Be impressed with the importance of the work, and realize that she has great responsibilities placed upon her.

11. Be ready to fill the superintendent's place when it is temporarily vacant.

Faults I have Seen in Assistants.—Absenting themselves from the class without informing the superintendent. Sending word when too late for the superintendent to secure other help. Coming in at the last moment, when children have been waiting for some time to recite. Not sending a substitute when obliged to be absent. Not singing or joining in the responses with the children. Whispering with a neighboring teacher. Not visiting absent scholars. Not mindful of disorder during the exercises.

Where to Find Assistants.—Young ladies make excellent helpers, especially if they were brought up in this department. Children take to them more freely than to older people. Young people need the training and discipline which such work will give them. Sometimes, when asked to take a division, they will say: "My mother thinks I am too young to be a teacher; she wishes me to be in a class." The chances are that the lesson as taught by the primary

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superintendent would be of far greater value to them; and, at the same time, they would be getting the very best of training for future usefulness as teachers. They are more easily instructed in the manner of work and accept suggestions more readily than older people. They also grasp and appreciate a new idea and act upon it more readily than at a later period of life. Such work interests a class of young people who otherwise would soon feel too old for the Sunday-school.

Mothers make excellent teachers, but as a rule they do not care to be promoted with the class, and sometimes such promotion is absolutely necessary. They are not apt to keep pace with new suggestions and methods, nor are they so ready to fall in with them. Many outside duties claim their time and attention.

Young Men.—These make excellent secretaries, and often do well as teachers of older boys. One great disadvantage they labor under is that, as a rule, they are unable to spare the time from their business duties to do much visiting.

Public-school teachers who teach in the lower grades are very desirable helpers, if they can be induced to add more work to a busy life.

The superintendent should belong to the Christian Endeavor Society and come in close contact with the young people of the church. She should be watchful for those who are full of energy and who wish to work. It would add much to the usefulness of

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the superintendent if she could also be the superintendent of the Junior Christian Endeavor Society. Through these two societies she would be able to reach many teachers and children and would find many suggestions that would prove most helpful.

Trained.—Good assistants can be developed by training. They should be encouraged to take some course of study. In addition to this the superintendent should take them to institutes, conventions and summer schools, where they will have opportunities to learn more about their work, so that in time they will be able to fill the position of superintendent of the primary class.

XIX

New Scholars

EVERY class, unless constantly recruited, will decrease by reason of deaths and removals. Children make better recruiting officers than their teachers. I have found the following letter, printed on an attractive picture-card, to be very effective in drawing the little ones to the class. (See Specimen No. 4.)

These cards are given to the children about the 1st of September and the 1st of April. It is necessary to obtain about one hundred new scholars a year to keep my class full. When the cards are given to the children, I tell them I wish for one hundred new scholars by Christmas, and that I need their aid. They are asked to look among their playmates or those who live in their street or neighborhood and try to find those who do not attend any Sabbath-school. To all such they are requested to give the card, and to try to obtain from them a promise to accompany them to our school on the following Sabbath. I **always** caution them against inviting children who

GOD WANTS

The Merry, Merry Boys
The Noisy Boys
The Funny Boys
The Thoughtless Boys

COME!

COME!!

GOD WANTS THE BOYS

WITH ALL THEIR JOYS



DEAR LITTLE FRIEND:

Do you go to any Sunday-school?
If not, we gladly invite you to our school.
We have a very pleasant room,
Nice little chairs to sit in,
And many beautiful things to show you.
We will teach you to sing sweet songs about Jesus;
We will also try to teach you how to love Jesus,
And how to be good and to do good.
We will give you pretty lesson cards
And nice picture-papers to take home.
The boy or girl who gives you this card
Will call for you and show you the way
To the Children's Sabbath Home
Of the Primary Class
In the Presbyterian Church
At the corner of Broad and Oxford streets.



GOD WANTS

The Happy-hearted Girls
The Loving Girls
The Best of Girls
The Worst of Girls

COME!

COME!!

GOD WANTS TO MAKE

THE GIRLS HIS PEARLS

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attend other schools. I offer as a reward a small glass globe containing a goldfish to the best "fisherman" of children—the one who has secured the largest number who become regular attendants. The reward is not given until after Christmas; by that time I know whether the new scholars will attend regularly or not. This small reward has been the means of a great amount of "fishing" in the neighborhood. The idea was suggested at the time we had a lesson on Jesus' words to Peter and Andrew that he would make them "to become fishers of men." The names of the new scholars, together with the names of those who brought them, should be entered in a book kept for that purpose.

Reception of New Scholars.—Public recognition should be made of new scholars. Some teachers ask them to rise, and then in a few words welcome them to the class. This is sometimes followed by these kindly words of greeting from the children of the class: "We welcome you to our school, our hearts, and our happy times."

This should be followed by some welcome song similar to "We Give You Loving Welcome," found on page 19 "The Primary Teacher's Friend." (See Appendix.)

NOTE:—It is an incentive to the child who brings a new scholar to be given one of the gold or silver paper fishes, prepared by The Tablet and Ticket Co. (See Appendix.)

XX

Lesson Study

THE primary class is among the most fruitful soils in which to plant the Word of God. And whatever else these little ones learn, special attention should be given to having the selected verse committed to memory and recited. Children enjoy the learning and reciting of at least one verse a week, especially if it can be made a pleasant instead of a hard task.

Primary teachers who really love the work and have any adaptation for it can secure the memorizing of at least one verse a week from nearly every child over four years of age, and from not a few under that age. The task which is assigned the child of learning the selected portion of Scripture is a small one, and for this reason it should not be difficult.

I am persuaded, however, from my own observation and from the experience of others, that the task is often imperfectly and unwillingly performed. The majority of primary teachers distribute to the little ones, on the Sunday preceding, a lesson paper or card,

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with the oft-repeated request that at least the Golden Text be learned before the next Sunday. Many teachers require not only the Golden Text, but also the memory truth, the lesson hymn, and the questions often found upon the lesson helps. Now, it is one thing to place this printed lesson in the hand of a child with this simple request, but it is an entirely different thing to have our desires accomplished.

Let us follow, in imagination or reality, one of these papers to the home. There are five methods of disposing of it: 1. It is often carefully put on a table, and some one covers it over with a book or paper. 2. It is placed on the mantel, under the vase or clock. 3. It is carefully placed in some book which is seldom opened. 4. It is put in a drawer, perhaps in the trinket-box. 5. It is placed where it will be in full view of mother and child all the week.

The history of the first disposition is that the paper will lie all the week unnoticed, or be thrown into the waste-basket. In the second, the paper can be easily found, but is often not hunted up till near the close of the week. In the third, it is hopelessly lost, unless the mother or child is blessed with a good memory. In the fourth, it may turn up if the child has occasion to visit its treasure-box. In the fifth, it is ever in sight.

How shall the child be encouraged to love to study the Word of God? Not alone through the efforts of the teacher. A faithful teacher may talk Sunday

Lesson Study

after Sunday, but unless the *full coöperation of the home* is secured it will be of little avail. How shall the teacher proceed in this matter? Visit the mother; tell her all about the class—what lessons are required, and what the other scholars are doing, and what her child ought to accomplish. Ask her kindly to take charge of the lesson papers as soon as the child reaches home with them; also, to have some prominent place for them, either in the living-room of the house or the sleeping-room of the child. Ask her to fasten the lesson cards together with a string or with the ordinary brass paper-fasteners, and have them suspended near the mantelpiece, or, better yet, have them hung by the bedside, where they will be handy for the child to review them morning and evening. This will encourage children to look at God's Word the first and last part of each day, and will help them to form a habit that will be of great service to their spiritual life in after years.

Ask the mother to begin the new verse on Sunday evening, review it on Monday, and so on through the week. Ask her also to review the texts of the quarter every day; it will take only a moment or two, and will be the means of fastening the Word of God in the little mind.

Some children love to paste their lesson cards and papers into small scrap-books. They have been thus kept for years. Request the mother to write upon a small blackboard, which is now so common in the home, the Golden Text; or let the mother get the

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child to do so, if it is able, and allow it to remain all the week—a help, perhaps, to parents as well as child. If the home lacks the indispensable blackboard, the text can be printed on a large sheet of manila paper and hung on the walls of the play-room.

Many little ones can spell the Golden Text with their letter-blocks, thus finding amusement and instruction. In some such attractive way the verse can be presented, so that the child will consider the learning of it a pleasure and not a task.

Always bear in mind that there are three agents in the accomplishment of this work—the child, the mother, and the teacher; and I have placed them in the order of importance, for what can the teacher accomplish without the coöperation of the child and the mother?

Now, of what does the teacher's work consist? First, to encourage the child from the platform; second, to encourage the mother in giving help; and lastly, to draw from the child the lesson.

It is interesting to watch the little ones enter the class-room. First, here comes the child who can recite everything on the card, and who marches up to the teacher in a self-confident manner. Second, here is one who only looked at the card as he was leaving home, and who is now slyly glancing at it as he comes up to the teacher. Third, here comes the child who was not able to find the lesson card—one of those who laid it in a book, perhaps. He always asks for another card, and steals off to some corner

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to try to learn what should have been learned in the quiet of the home. Fourth, here is a child who has been told many times about these lessons, but who, strange to say, never knows them.

We have four distinct natures to deal with. The first one needs a word of praise for duty done; the second needs a little chiding for neglecting the duty till Sunday; the third needs rather severe reprimanding, and perhaps the refusal of another card; while the fourth one needs to have the teacher sit by him and give the oft-repeated instructions again and again.

No teacher should let a single scholar escape. If the class is not divided into small classes, the teacher should have assistants in such number that every child will have the personal attention of some one who is ready to hear him recite.

One of the greatest causes of discouragement to a child is to learn a verse and have no one ask him to recite it. How many scholars in your class have gone home and said, "My teacher did not hear me say my verse," or, "No one heard my verse to-day"? For how many Sundays would an adult learn a verse if no one took any notice of it? One cause of encouragement is to ask those who can say the verse to rise; then all who would like to repeat it alone to raise the hand. Then select a few who are not timid to recite. They will be greatly stimulated by the attention, and it acts as an encouragement to others. The individual recitation is far better than the recita-

<p style="text-align: center;">OXFORD PRESBYTERIAN CHURCH PRIMARY CLASS</p> <p>DEAR PARENTS: You will find on this card a faithful record of the work your child</p> <hr/> <p>has accomplished during the quarter.</p> <p>Sixty or more marks will entitle the child to the first reward card, forty or more to the second, and twenty or more to the third.</p> <p>If your child does not study the lessons on the card, we hope you will make a special effort to teach him, that he may early learn these gospel truths.</p> <p style="text-align: right;">ISRAEL P. BLACK, <i>Supt.</i></p>		<p style="text-align: center;">QUARTER'S REPORT.</p>	
Golden Text,		Lesson Hymn,	
Lesson Truth,		Questions,	
Attendance,		Total,	
Collection,		Conduct,	

Lesson Study

tion in concert. but each method needs to be frequently used.

It is well to keep a ruled book in which the recitations of each Sunday can be recorded; it interests a child to see a mark made after each verse recited. It is also well, at the end of each quarter, to send to the mother, by mail, a report of these lessons. I have used with good results the postal card on the opposite page.

The reward should be some inexpensive picture-cards stating on them the number of marks the child has received. Another encouraging act is to read to the class the number of recitations of each child. It helps those who do well, and stirs up the laggards. I have a "class of honor," who can recite all the Golden Texts and lesson hymns of a year, and who must say them publicly at Christmas; they are rewarded with helpful books.

A constant repetition of the verses every Sunday makes the task comparatively easy. These verses should be recited before the session or afterward. I doubt the wisdom of stopping general exercises for ten minutes to allow teachers to hear the verses. It takes too much time, and occasions disorder among those not reciting.

We are trying, dear teachers, to impart God's Word, and to have the little ones retain it in their memory. Should we not be more anxious to have them remember the words of the blessed Saviour than any words we may say? The longer I teach, the more I

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feel the importance of having children to learn and to retain God's Word. The seed faithfully sown will grow into a harvest, which may be gathered during our lifetime or after we are laid to rest.

“Teacher, in that infant mind
Heaven presents to thee a soil;
Be thy seeds of goodly kind,
So shall blessing crown thy toil.”

The Home.—I believe that we cannot overestimate the importance of keeping the home informed regarding the work accomplished by the child. In some of the newer record books a page is allowed for each child, and is divided into the four quarters of the year. It would be very easy for a sheet of carbon paper to be kept under this page, and a second record made which could be mailed to the mother at the end of the quarter. I believe the majority of mothers would be very grateful for this information, which can be secured so easily.

XXI

Home Coöperation

IN addition to securing help in teaching the child the selected lesson, the teacher needs the coöperation of the home in many ways. She should fully realize that while she has the child about one hour a week, the home influence extends over much of the other eighty-three hours that the child is awake. What can be expected as the result of this one hour's labor, unless it be supplemented by the home? A Sabbath-school worker says: "No moral enterprise holds sufficient power of self-locomotion to run well when burnished and oiled only once a week. Six days and twenty-three hours of anti-Sunday-school constitutes too much inertia to be overcome by one hour of pro-Sunday-school." Another has said: "The only system which can so weave the threads of the Bible into the texture of the young life so that it shall be as amiable through the other six days as on Sunday, and afford the largest profit to teaching, is the constant Christian home life."

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The teacher who has no help from the home has just cause for discouragement. She battles against great odds. The truth "He that is not for me is against me" applies very forcibly to Sabbath-school work. The home should be closely bound to the class by a strong tie. It is the teacher's duty to help the home to strengthen this bond by suggesting to parents the following ways in which they can be of service :

1. By coming to the class often, and learning in what manner their children spend the school hour.
2. By becoming better acquainted with the teacher, not only on the Sabbath, but during the week.
3. By explaining the lesson to the children in the home, and especially by teaching them thoroughly the one verse, the Golden Text.
4. By being at least as earnest and faithful in teaching the Bible lessons as they are in teaching the secular lessons.
5. By helping the child to be punctual and regular in his attendance, and by not keeping him home for a trifling cause, nor permitting him to be tardy when it could be avoided by a little care.
6. By notifying the teacher of the cause of absence, especially should the child be sick.
7. By questioning the child upon what has been taught him in the class. This will help the parent and also impress the truths upon the mind of the child. When the child knows he is to be questioned at home he will be more careful to listen.
8. By reading the lesson, and any other passages that will bear upon it, at family worship during the week.
9. By trying all through the week to help the children

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live the truths of the lesson. Whatever parents wish the children to be they must try to be also. 10. By teaching them to love God's Word. No matter how young they may be, see that they have a Bible of their own. 11. By teaching them not only the Lord's Prayer, but also to ask God for such things as they need in the same loving confidence with which they make known their requests to their parents. 12. By teaching them to give to his cause as the Lord has blessed them. 13. By making direct effort for the conversion of the children. Parents should realize that this duty can never be relegated to another. They are too apt, in these days of activity, to intrust the spiritual training of their children to the Sunday-school in the same way that they intrust their secular training to the day-school. 14. The home can help the teacher very much by words of encouragement. The words of the children spoken in the home during the week, and told by the parents to the teacher, are often a wonderful incentive to renewed labor. Parents should be asked to pray for the teacher. 15. The home should be taught to help the teacher and class in a financial manner. Present the wants of the class, and do not hesitate to ask parents for money to buy furnishings for the room or helps in the teaching. You are teaching *their* children; they should understand that it costs money to do this, and that it is only right for them to meet the expenses. Some parents will only need a suggestion; others may have to be told many times.

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Mrs. Crafts says: "Make a league of prayer with the parents, to pray daily for God's blessing on the class." Mr. Moody says: "Get the mother, and you have the whole family."

One teacher said: "I agreed to teach the children, not the parents." True, but if you can teach the children better by getting hold of the parents, should not you do it?

It seems to me it is of the utmost importance to get a hold on the homes, especially where there is a large mission element in the class.

J. H. Wilson, of Edinburgh, who has had great success in preaching to children, gives the following incident of his early life: "On the morning of the day when I was going to the city to be ordained and go to my first charge, my mother came to the door to bid me good-by. Holding my hand, she said: 'You are going to be ordained to-day, and you will be told your duty by those who know it far better than I do; but I wish you to remember one thing which perhaps they may not tell you. Whenever you lay your hand on a child's head you are laying it on its mother's heart.'"

Parents' Sunday.—Besides inviting the parents to attend the school upon festival occasions, it is well to have other special days, and to send home specially prepared invitations for special Sundays.

Parents' Sociable.—It is an admirable plan to invite the parents to a sociable or reception in the church or at the home of the teacher. The church

Home Coöperation

is preferable, as they can then see the class-room. Last year I invited all the parents of the children to such a reception, given in the church by the teachers of the primary class. The teachers welcomed them as they entered the room, and spent a half-hour in conversation, interspersed with music. Then I gathered the parents around the desk, and explained the methods of conducting the class, and also suggested ways by which they could help us to do better work.

I asked them to indicate to me how I could help them and their children. After an hour of thus mutually comparing notes, as it were, the audience divided into groups composed of the parents of each subdivision of the class, who met around the teacher of the division in order to become better acquainted with one another. Music and refreshments, furnished by the teachers, closed a very enjoyable and profitable evening. For some time after this, not only was the attendance better, but the children's lessons were recited more perfectly.

Home Department.—Many classes, following the successful methods of the Home Department in the main school, are organizing a Home Department of the primary class.

XXII

The Small Class

THOSE who teach small classes in country churches need special encouragement, sympathy, and help. They labor under great difficulties, many of which, however, may be easily overcome. It is hoped that such teachers may be aided by the suggestions in this chapter.

In looking over the statistics of a State association, I found that the average membership of the schools in one county was eighty-five. About one third of these (twenty-eight) doubtless belonged to the primary grade. If the statistics of the whole country were examined, in all probability it would be found that the majority of schools are small, and that they are situated in country places. In such schools primary scholars are frequently placed in small classes and sandwiched in among the older children in the main room. When grouped into a single class the little ones are often given some out-of-the-way place—a corner of the church room, the gallery around the

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organ, back near the stove, or in the basement. In the estimation of some church officers, any place is good enough for little children.

Disadvantages.—Younger scholars, who are thus treated, labor under the following disadvantages:

1. They must always, either audibly or silently, join in the exercises with the main school; this is a positive loss to them.

2. Because of the disturbance to others, they cannot have their own opening and closing exercises.

3. They cannot sing their own songs, or use blackboards and charts.

4. They cannot have seats adapted to their use. As a rule, they sit in old-fashioned pews, which their backs do not touch, with their little limbs swinging to and fro in the air, to the accompaniment of foot-knocks.

5. There is no opportunity for concert and motion exercises or songs to relieve their natural restlessness.

The Work Accomplished.—About all the patient teacher can do is to hear the children recite the verse on the picture-card, paper, or the "blue ticket" given for attendance.

The class may often join in a song with the older scholars, and perhaps recite in concert the Golden Text for the day.

While the main school is studying the lesson, the superintendent and assistants have an opportunity to hear the children recite singly the Golden Text, and to explain simply and briefly the lesson to them.

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During this time the eyes of some of the children will wander about the room, while other restless little ones will appear to be "set upon pivots, well oiled, and to have discovered perpetual motion."

Encouragement in the Work.—Sometimes the superintendent of one of these little country classes visits the primary class of a city school held in a separate room with well-appointed appliances, and in a discouraged tone she exclaims, "I can never do these things for my class; it is so small, and I have no room!"

For your encouragement, let me say that I believe you can have just as good a school. *Why?* 1. Because you can become more intimately acquainted with a small number of scholars. 2. Your allotted space being smaller, you get nearer the children while teaching. 3. The smaller the class, the easier it is to know the needs of each child, not only in the class but also in the home. Never feel that the work is of minor importance. These little souls, however few they may be, are precious in the eyes of God.

How to Accomplish Better Work.—If possible, secure for the class a room separated from the larger scholars. Where the church officers *will not*, or *cannot*, provide a well-appointed room in some part of the building or adjoining it, and where the only available place seems to be a portion of the main audience-room, I would suggest that a space on one side of the pulpit be used. The old-fashioned pews could be made more comfortable by placing in them long

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footstools of a proper height for the little feet. It might also be possible to place something in them to rest the backs of the children.

The next and *most important* thing is to make the place selected as private as possible. This can be done by using curtains made of thick cotton plush or some tasteful print that cannot be seen through. These can be fastened by hooks to rings which slide on brass, iron, or wooden rods, or stout wire. They need not be unsightly; they could be pushed back or taken entirely away when not in use. On these curtains can be pinned the picture-roll or other pictures, stenciled hymns or verses for recitation.

"The inclosing screens may be very plain. Two ordinary large clothes-horses, covered with dark calico, will answer every purpose. A row of nails along the top will hang the picture-roll, etc. A piece of flexible blackboard cloth, hemmed at bottom and top, and stiffened by two sticks, may be attached to the screen by rings or cords at both top and bottom. It will not be perfectly steady, but it is a great deal better than no board, and has the advantage of being easily removed after the session.

"When the screen is an impossibility, and therefore no single blackboard can be used, each child may be given a slate for himself. This plan involves extra work on the teacher's part, but it attracts each one of the class and fixes the lesson when he helps to teach himself by means of a slate."

A yard of Lapilinum cloth for a blackboard can be

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pinned to the curtain or to the wall of the church. The drawings can be made on this at home, and covered with paper until used.

For recitations use the Commandments, Beatitudes, Twenty-third Psalm, Scripture verses, motion songs, and the books of the Bible. These should be recited in a low voice, so as not to disturb the main school. The lesson should also be taught.

A definite order of exercise should be used every Sabbath. One or more primary songs can be sung with the main school in the opening or closing exercises. These can be learned at home or at a weekly rehearsal in the church. Where it is practicable, the time before or after the session can be used for this.

Instrument.—Mrs. W. F. Crafts suggests for the small class that has neither the room nor the means for a piano or organ, “the use of an autoharp, which costs about three dollars.”

The work can be done by one faithful teacher, but it would be better to have at least one helper, who should look after the marking of the roll, the collection of the money, and aid in keeping order. In country schools, as well as in those of the city, the primary teacher must often be teacher, secretary, organist, chorister, janitor, nurse, and blackboard artist.

Sometimes it is possible for the little ones to join with the main school in the opening exercises and then retire to a room in an adjoining house kindly given for the purpose. This secures privacy and very good results.

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Mrs. W. F. Crafts says: "Teachers of these small classes should do just as much to make this class attractive, and the work profitable, as if the class were a very large one. The probability is that if this is done the class will not long remain small."

A perplexed teacher asked Mrs. W. F. Crafts this question: "I am the day-school teacher. I am trying to teach a Sunday-school in the same school-house where I teach five days in the week. The same teacher, the same scholars, the same school-house, make the Sabbath-school seem just like the regular school. What can be done to relieve this impression?"

To which Mrs. Crafts replied: "Have cloths to spread over the desks on the Sabbath, either of red felt or Turkey red. Make banners to hang on the walls, which shall be taken down during the school-days. Attractive banners of various shapes and sizes may be made of wall-paper, with mottos pasted on, cut out of gilt or plain paper of various colors. The border of the paper, if not too wide, will do for bordering the banners. Spend a little time on Friday afternoon with the children in decorating and preparing the room for the Sabbath-school. It would not be much trouble to hang up lace curtains each Friday, which could be kept carefully folded on week-days. Encourage the bringing of flowers. Do not use the school bell in conducting the exercises. As far as possible, have the children sit in other seats than those they occupy on week-days."

XXIII

The Beginners' Class

FOR many years the most difficult problem for the primary superintendent to solve has been, What shall I do with the very little ones in my class?

It has always been difficult to keep the little ones under six years in order and give them proper instruction, while trying at the same time to hold the attention and instruct the children whose ages have very often ranged from six to twelve years.

A few years ago teachers began to solve this problem by placing the children under six in a separate room, under a special teacher, with services adapted to their age and requirements, and attempting to teach them the same course of Bible lessons as was given to the older ones.

In the beginning of this work so many of the kindergarten methods and appliances were used that this little class naturally came to be called "The Kindergarten Class" of the Sunday-school. This title met with severe criticism from trained kindergartners and educationists, who rightly claimed that it was impos-

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sible to teach a class on *scientific kindergarten lines* which met only one hour weekly. It certainly was wrong to take a few of the kindergarten accessories and methods and say that therefore we had a kindergarten class.

After experimenting with these little ones in the use of some of the kindergarten methods and appliances, a name has at last been found which appears to give general satisfaction to all interested in this work, namely, *The Beginners' Class*, which name is admirably suited to the age of the scholars.

Room.—In organizing this class it is of the utmost importance that a room be secured where they can be separated from the other scholars. This should be a room adjoining the primary department if possible, certainly on the ground floor of the building.

Until church officers are able to provide such a place, it may be found necessary to set apart a corner of the primary room and enclose it with a curtain or screen. This has been very successfully done in many schools. Under such conditions the little ones join with the primary class in the opening and closing services, but retire to the screened corner for the lesson period and memory work. Singing is debarred, only as the little ones sing with the older scholars.

In schools where all grades meet in the same room, very often the primary class is placed in one corner behind a screen or curtain, and the beginners occupy the opposite corner.

Separate Room.—Where there is a separate room it should be covered with a carpet, to deaden the noise

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of chairs and little feet; hooks should be placed around the sides for the children's clothing; the windows should be so arranged that the room will be properly ventilated. Mothers are apt to think the air of the Sunday-school is the cause of all "the colds and ills that flesh is heir to," when in a majority of cases the air of other places may be responsible for the sickness. Be sure to have plenty of good air.

The walls should be adorned with scriptural pictures suited to the child's age, and hung so low that little eyes can easily enjoy them. Some beautiful pictures mounted on heavy cardboard or muslin make a very handsome border to the room. Pictures of "Christ Blessing Little Children," "The Childhood of Jesus," "The Child Samuel," and many others, can be obtained for five cents for the large, and one cent for the small size. When mounted on cardboard they will richly adorn the room.

The walls can also be adorned with Nature's handiwork,—bright leaves varnished, ears of corn, cocoons, butterflies, twigs, birds' nests, and everlasting flowers. Plants should always be in the windows. Have the room as beautiful as the week-day kindergarten room. A cabinet is needed to hold the materials used in illustrating the lessons.

Chairs.—The regular kindergarten solid chair in two sizes without arms, in plain oak, is the best. Most authorities agree that these should be placed in a circle, a little distance apart. On each side, opposite each other, leave an opening for the use of children and assistants. It is best to have one circle, but

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if the class is very large it may be necessary to form a semicircle on one side. Teachers should sit in small chairs at intervals among the children, and the superintendent should sit at one opening near a table, or stand before the table facing the circle of little ones.

Tables.—In the beginning of this work the tables were considered indispensable, but teachers are learning by experience that they secure better results without them, and that they are very much in the way. It is better to omit the use of kindergarten materials that require tables.

Bible.—Many teachers advocate a Bible on the table or in the teacher's hands, that the little ones may early learn that the lesson stories are from God's book, and become familiar with the sight of the best story book.

Blackboard.—This will be found very useful and need not be expensive, as one square yard of blackboard cloth fastened to the wall will answer for most classes.

Kindergarten Material.—Authorities differ very much on what kind of material should be used to illustrate the lessons. Unless the teacher is thoroughly trained in the use of kindergarten material it would be better to leave it out.

KINDERGARTEN METHODS IN THE BEGINNERS' CLASS

Mrs. H. Elizabeth Foster says: "My experience in both lines of work leads to the firm belief that the kindergarten cannot be transplanted bodily into the Sunday-school. It is a system of education that de-

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mands more than an hour every seventh day for its working out. But the kindergarten principles are fundamental and underlie all true teaching of little children. It is the letter that killeth, but the spirit that maketh alive. That is what we need, then—*the kindergarten spirit and the kindergarten principles.*

“As for the kindergarten material, so much and only so much is to be used as will help to make clear the spiritual truth to be taught. When interest is centred in the material to the overshadowing of the lesson, then is the object for which they are employed utterly defeated. So see to it that the connection between their use and the truth is very close and vital, or you will succeed only in giving the child a few moments of happy play, while his heart and mind remain untouched.”

Superintendent.—This little class in many cases will do better if under the care of the primary superintendent. In that case the primary superintendent should select the superintendent of the class and assistants, and have a careful oversight of the work. Where it is possible to secure a thoroughly trained superintendent for the class, the whole management should be given into her charge, letting her select her helpers. In this case it should be recognized as a separate department of the school, and make all its reports to the general secretary, and hand its contributions to the general treasurer. The best superintendent possible should be secured, and one who is trained or willing to spend the time to prepare for this

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special work. The teacher should have as much knowledge as possible regarding the methods of kindergarten work. Sometimes mothers have developed into good superintendents. It is well not to give the class to persons who do not feel the responsibility attached to the position.

Assistants.—A good musician is needed, who can play both the piano and organ, and above all is in thorough sympathy with child life and childish songs, and is responsive to every wish of the superintendent. A faithful secretary is also needed, who will sit near the entrance and record the attendance in the roll-book, and secure the contributions before the children can play with them and drop them on the floor. Several assistants are needed; some advocate one to every ten or fifteen scholars. Circumstances will have to govern the number in different classes. These assistants should help the children to remove their wraps, sit among them, preserve order, join in the services, and assist the children to prepare for going home. They will generally have plenty to do if they faithfully watch for ways in which to aid the superintendent. Some of the mothers who come with the little ones often make good assistants; also young ladies who are preparing for kindergarten teachers.

Ages.—Children under three should not belong to this class, nor should they remain in it after they are six years of age. Many teachers prefer to transfer when they are in their sixth year.

Size of Class.—This should be kept small, as children of this age require so much individual attention,

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A class of fifty is not as desirable as one of thirty, and many advocate even fifteen or twenty as the maximum. It would be far better to have three classes of twenty than one of sixty.

Length of Session.—This should generally be the same as the primary class or other departments, because so many little ones are brought by their older brothers and sisters, who cannot take them home until the whole school is dismissed. If the little ones are dismissed early, those who remain should not be permitted to play in their room, and thus destroy any spirit of reverence that may have been formed, nor should they be allowed to wander into other rooms and disturb the closing services.

Symbols.—While many teachers feel that they need to use symbols in applying the truths of the lesson, great caution is needed in their use. Miss Anna Williams, superintendent of the public kindergartens of Philadelphia, says:

“Symbols are differently used by children and by adults. A child uses one thing to stand for another thing; an adult uses a thing to stand for an abstraction. To teach the children about Christ, the Chief Cornerstone, for instance, is bad, because unintelligible. The child loves to play with a cane and call it a horse; he arranges chairs as a train of cars, etc. These symbols may stand for anything, and do not interfere with his imagination.

“In teaching little children, I would use blocks for any concrete object—temple, sheepfold, Oriental house, city wall—anything that is a real thing. The blocks

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sold by the Milton Bradley Co. are very fine for this purpose, because they are large enough to be seen over the room.

“As to motion songs, they are to be approved, with the caution that you must not point up to represent God. Let this be an inward motion. Do not materialize spiritual objects. If you can direct the attention of the children by the use of a higher and inward motion, do not use a lower and outward one. Children are accustomed to dramatize outward motions, but not the inward motions of the soul.”—*From the New Jersey Sunday-School Messenger.*

Sewing Cards.—These have had a limited use and have been severely criticised by kindergarten teachers. The weight of opinion seems to be that they can safely and profitably be given to the child to be worked in the home, but not upon the Sabbath day. This not only interests the child, but very often teaches a lesson to the watching mother. These cards can often be used to decorate the class room. Cards should contain a symbol of the lesson just taught, which should be worked in bright colors.

Home-Made Sewing Cards.—Many teachers prefer to make their own cards for the children. Mrs. W. W. Stillman, of Hartford, Conn., offers these suggestions :

“Draw a design upon a piece of paper about the size of ordinary note-paper. Placing the design or picture on top of a half-dozen additional pieces of paper of the size you want, carry them all to the sewing-machine. Take the thread out of the machine ;

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make the stitch just as long as possible; stitch all around the edge of the picture; and when you take your work out, you will find you have six neatly perforated designs, ready for the children to stitch with colored worsted. Use the largest sized machine needle in punching the holes of the design."

For Country Schools.—I have seen a little screened corner in a primary class room, to which the beginners' class retired for a little while during the session of the primary class, and did admirable work. Mrs. W. F. Crafts tells what one teacher did to overcome difficulties:

"She had attended a convention, at which kindergarten methods were discussed.

"She thought of the bare corner, with its benches, intended for grown folks, where she met her class every Sunday. It was so different from the lovely class rooms advocated by those setting forth the kindergarten ideas applied to Sunday-school work, that courage almost failed her.

"This is what she did: She had four screen frames made of pine; these she stained with cherry, and filled them in with strips of matting. On the inside of one of the screens she put flexible blackboard cloth, so as to have a blackboard in convenient shape. She knew it would be impossible to get permission to have the seats removed and comfortable chairs put in their place, so she had a shelf ten inches wide fastened to each seat to make a foot-rest for the children. It was attached with hinges, so that it could be dropped when

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grown people should occupy the seats during church service. Stiff iron hooks and staples held it in place when the children were using it. The screens shut the teacher and class out from the sight of the school. The hum of the class work did not disturb them, because they were busy at their humming inside the screen."

After many years of solicitation the International Lesson Committee prepared a course of lessons for one year, known as the "Beginners' Course," which was first taught January, 1902. This has met with considerable favor from the teachers who have used it. It was not, however, perfectly satisfactory, and at the International Convention in Denver, June, 1902, the International Primary Department earnestly requested the Convention to instruct the Lesson Committee to prepare a Two-Year Course of Beginners' Lessons. This Course has now been completed by the Lesson Committee, and can be obtained, in book and quarterly form, from the different denominational publishing houses.

NOTE:—*The Cushman Haven Course*.—As the result of a conference at the Asbury Park Summer School of Primary Methods, Mrs. Margaret Cushman-Haven was asked to prepare a course of lessons for the Beginners' Grade. She willingly consented and prepared the first year's lessons which appeared in the *New Jersey Messenger*, and have been used by many teachers with good results. The second year's lessons have been added in a separate volume. They have been published in book form with blackboard hints and sketches (See Revell Co., Appendix).

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PROGRAM OF CLASS

This should be similar to the primary program, but a lower grade. Many teachers give the scholars great latitude in which to indulge in conversation and ask questions.

Miss Finie Murfree Burton said in the *International Evangel*:

"It is best for the Beginners' Class to assemble in their own room, and when all have been seated with their chairs arranged in a circle or an ellipse, the opening exercises may begin with a little prayer in concert. Then come songs of greeting, songs of God's love and of his work, review of the lesson of the preceding Sunday, reception of new members, calling and marking the roll, taking up the collection, etc.

"In teaching the lesson, the teacher can often use to illustrate the thought other songs and pictures in addition to or instead of those indicated. She can, with a little care and forethought, make a valuable collection of pictures for use in illustrating the lessons by sending on for the penny reproductions of famous pictures, or by cutting pictures from magazines and papers and mounting them upon dark cardboard or paper.

"Physical exercises, largely those illustrating a thought or illustration in the treatment of the lesson, should be interspersed so that the children will not be kept sitting too long. The teacher should not do all the talking, for the Sunday-school lesson for little children should be one which appeals to their interest,

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one in which they have an opportunity to think and to speak for themselves, and to express the impressions which they have received."

The following service was prepared by Miss Elizabeth D. Paxton of Princeton, N. J., and is in use in her Beginners' Class :

SUGGESTIONS FOR A SERVICE FOR A CLASS OF BEGINNERS

Teacher. "Praise the Lord; for the Lord is good" (Ps. 135 : 3).

Children. "The Lord is good to all" (Ps. 145 : 9).

Teacher. Can you tell me a short verse about love?

Children. "God is love" (1 John 4 : 8).

Teacher. Let us sing praise to God, for he is love.

Sing. "Praise him, praise him, all ye little children.

God is love, God is love."

Little Pilgrims' Songs, page 103, Biglow and Main.

Teacher. Can you tell me a verse about how much God loves us, everybody, all the world?

Children. "God so loved the world that he gave his only begotten Son" (John 3 : 16).

Teacher. How much should we love God?

Children. "Thou shalt love the Lord thy God with all thy heart" (Luke 10 : 27).

Sing. "Love him, love him, all ye little children.

God is love, God is love."

Teacher. God loved us first, what is our verse about that?

Children. "We love him, because he first loved us" (1 John 4 : 19).

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Teacher. Who has given us the best things we have? What do we say when some one gives us things? We have a Bible verse about thanks, what is it?

Children. "O give thanks unto the Lord" (Ps. 105 : 1).

Sing. "Thank him, thank him, all ye little children.
God is love, God is love."

Or : "Father of all, in heaven above,
We thank thee for thy love.
Our food, our homes, and all we wear
Tell of thy loving care. Amen."

Song Stories for the Sunday-school, page 3, Clayton F. Summy Co., Chicago.

Teacher. God loves every one. Should God's children love every one?

Children. "If God so loved us, we ought also to love one another" (1 John 4 : 11).

Teacher. Whom do you love best of all the people you know? How do you show your love to mother and father? What is our verse about it?

Children. "Children obey your parents" (Eph. 6 : 1).

Teacher. A child can show how much he loves mother and father by what he does to please them. So even a child can show his love for the Lord by what he does to please the Lord. What is our verse about this?

Children. "Even a child is known by his doings" (Prov. 20 : 11).

Teacher. Who made the sunshine? (the rain? the snow? flowers? etc.). Are these the only things God has made? What is our verse about it?

Children. "All things were made by him" (John 1 : 3).

Sing. "Each little flower that opens,
Each little bird that sings,
God made their glowing colors,
He made their tiny wings;

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The purple-headed mountain,
The river running by,
The sunset and the morning red
That brightens up the sky.
Yes, all things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The Lord God made them all."

Dainty Songs for Little Lads and Lasses. The John Church Co. Also, with a different tune, in *Song Stories for the Sunday-school.*

Teacher. To whom do we pray?

Children. To God, our Father in heaven, and to Jesus our Saviour.

Teacher. How should we pray?

Children. With all our hearts.

Teacher. How should we speak the words we say to God?

Children. Gently and softly.

All repeat. "Before my words of prayer are said,
I'll close my eyes and bow my head,
I'll try to think to whom I pray,
And try to mean the words I say."

Teacher. Let us pray. (Let the teacher lead in a brief prayer, the children repeating each sentence after the teacher.)

Teacher. What day is this?

Children. The Sabbath day.

Teacher. "This is the day which the Lord hath made; we will rejoice and be glad in it" (Ps. 118: 24). What did God say about the Sabbath day?

Children. "Remember the Sabbath day, to keep it holy" (Ex. 20: 8).

Teacher. When the church-bells ring on the Sabbath day, what message do they give?

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Sing. "Come! Come! People come!
This the bell's message to me, to you.
Come! Come! All may come,
Fathers and mothers and children too.

"Come! Come! People come!
See the church doors are now open wide,
Come! Come! All may come,
Plenty of room for you all inside."

Song Stories for the Sunday-school, page 15.

Teacher. What kind of giving does God love?

Children. "God loveth a cheerful giver" (2 Cor. 9:7).

Teacher. How should every one of God's children give?

Children. "Every man shall give as he is able" (Deut. 16:17).

Teacher. "Freely ye have received,"—

Children. "Freely give" (Matt. 10:8).

Offering.

All Repeat. "Jesus, bless the gifts we bring thee,
Give them some sweet work to do,
May they help some one to love thee,
Jesus, may we love thee too. Amen."

Giving out of birthday letters, or noticing in some way the children who have had birthdays during the week.

Teacher. Jesus loves the little children. When he was on this earth, what did he say about letting them come to see him?

Children. "Suffer the little children to come unto me" (Mark 10:14).

Teacher. Jesus loves the little children, and takes care of them and keeps them safe all the days and all the nights, when they are awake and when they are asleep. What is our verse about it?

The Beginners' Class

Children. "I will both lay me down in peace and sleep: for thou, Lord, only makest me dwell in safety" (Ps. 4 : 8).

Teacher. "He careth for you" (1 Peter 5 : 7).

Sing. "How strong and sweet my Father's care,
That 'round about me like the air,
Is with me always, everywhere,
He cares for me."

Little Sacred Songs for Little Children. The John Church Co.

Teaching of Lesson.

Closing Song.

"A loving band of children, we join in closing prayer,
We know our heavenly Father's love goes with us everywhere.

"As we go forth together, to home and loved ones there,
We know our heavenly Father's love goes with us everywhere.

Primary and Junior Songs for the Sunday-school, page 16.
Clayton F. Summy Co., Chicago.

Elizabeth D. Paxton says: "With very little children we do not need a formal program. The exercises may be carried on in a conversational manner, even more conversational than can be indicated in print.

"The program given above is not intended to be adopted as a whole, or all at once, but to be worked up gradually, devoting from five to ten minutes for two or three consecutive Sundays to the teaching and impressing of one verse, whether of Scripture or of song. Do not teach any verse until the children's minds have been prepared for it by conversation,

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which should give some explanation of the meaning. Do not teach consecutively all the verses on one subject. For instance, after a talk about giving, teach one of the suggested verses on that subject. For some months call for that verse at the appropriate time. Then after another talk developing the thought of the new verse, teach the second verse on that subject, and later the third. By prompt use of our time, the suggested verses could be taught in two years, teaching during the first year one or two verses on the topics indicated, and the remainder during the second year, with frequent reviewing of what has been already learned.

“The Scripture verses recommended for the Beginners’ Grade by the Central Committee of the International Primary Department in ‘Graded Supplemental Lessons for the Elementary Departments of the Sunday-school’ have been included in the above program.

“In using such a program, it is not necessary to begin always at the same point. Begin sometimes with the verses about the Sabbath, or thanksgiving, or God making all things. The order of the subjects considered can be changed, and the verse for the ‘supplemental work’ or ‘morning talk’ can be selected, in reference to leading up to and introducing the subject of the lesson for the day.”

Mrs. S. A. Day, who has charge of the Beginners’ Department in my school, furnishes the following order of service which she uses :

“The children having been seated in the primary

The Beginners' Class

room for quite a little time, a march is deemed expedient before proceeding to their own room. The children march into and around their own room until some of the latent activity is worked off, and they are then quietly seated in their little chairs, in a circle, ready with closed eyes to sing the prayer of thanks, 'Father of all in heaven above,' or 'Father we thank thee for the night.' Then comes a little Talk on Giving. As we have thanked God for his gifts to us, we ask God to receive our gifts to him, and at a given signal the money is made ready. Then one of our number, chosen by the children, carries around the little basket, after which it is brought to the teacher, who takes it in her hands and holds it up before God, and tells him in prayer about it. The little ones repeat the words, led by the assistants and mothers present. The passage, 'God loveth a cheerful giver,' is read to them *out of the Bible*, and explained, and is then recited in concert.

"Then comes the 'Good-afternoon' song, which levels every social barrier, making all akin for the once, each little hand grasping the hand nearest and all standing bowing and singing to each other, 'Good-afternoon to you.' Perhaps there are with us for the first time some new scholars, or those who have been absent. At once our little ones set about to discover and point them out to the teacher, who calls them by name, and all sing, addressing them especially, 'Glad welcome to you.'

"At the striking of a chord our 'Golden Text Guards' get ready to recite. The children sing,

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‘We will all rise together; we will all stand together,’ and standing thus, our little guard marches to the teacher, who with the open Bible in hand points to the text and lays her hand on each little head, as it is repeated, all clasping hands and reciting in concert at the close.

“The next order is the formation of a ‘singing ring’ of the very smallest, in order to rest and interest all. These with the assistants go slowly around, singing, ‘God made the sky that looks so blue,’ pointing to the blue sky, or imitating the flying birds, of whom they sing, ‘If God so loved the little birds, I know he loves me too.’ Meantime the teacher and other children stand and sing with them, she moving from one to another to inspire them. Thus every muscle is gently brought into action and the small body made ready for the five minute story, which introduces the short Bible Text of the day. The truth which is to make him free must come ‘little by little.’ It may require many Sundays, but here is a place where *time is of no account*.

“Now we are ready for our Motion song, which teaches beautiful lessons of kindness, justice, obedience and self-denial for others. And after this activity comes the Whisper song for *quieting*. All are now seated in an expectant frame of mind, for they know by experience that something pleasant is in store for them. With what earnestness and delight they enter into the conversation which the teacher has studiously and carefully planned shall reveal to her the *point of contact* between these little hearts and the

The Beginners' Class

short lesson from the Word, which she wishes them to get. She remembers that they can assimilate but little, that it is not so much *telling* that will make them remember, but the *interest* aroused by *doing*, so the effort is made not to have *too many words*, but by questions and answers so develop in the right direction the tendencies *from within*, that what of truth they get shall be *their own*, never to be lost, never to be taken from them.

Great freedom is permitted at this time in allowing a few of the children to leave their seats at a time to look at, and make their own observation upon the picture illustrative of the lesson, and while we are thus engaged, at a signal from the teacher, the one truth embodied in all that has been taught and done throughout the afternoon, is voiced in one of our sweet songs of praise. Standing and again clasping hands, we sing our Good-bye song and ask the 'dear Father to go with us to our homes and keep us good and true.' "

CHURCH HOUR KINDERGARTENS

This new work consists in gathering the children under six in a separate room, and caring for them and instructing them while their fathers and mothers are attending the church service.

WHO ARE BENEFITED

1. Children who are too young to receive much benefit from a church service and are very restless and annoying to older people.

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2. The mother who does her own house work and would not be able to attend a church service unless the little one was cared for.

The teachers of the beginners' and the primary classes take turns in this work, and have as helpers some of the mothers, who are willing in turn to give up a church service for the good of others.

In some churches the older children are gathered into what is called a "children's church."

XXIV

Primary Home Department

REALIZING the great value of the home department in Sabbath-school work, very many primary teachers have organized a home department especially for the parents of the younger children. The Congregational primary class of South Coventry, Conn., organized such a department, which is conducted as follows :

“A list is kept of all children old enough to be carried to school, as well as those who are old enough to come by themselves. As soon as the mother is ready to help the child study the lesson its name is entered on the roll of the primary home department. To the youngest one there is sent every week the picture lesson card. To the older child is given the little child's paper. One of these papers is for each week. Those for the month are bound together in manilla covers marked with the child's name and the date, in fancy colored ink. To the oldest in the primary class is given the junior quarterly. All these lesson helps and papers, which go to each family, are put together and given to distributors who do their

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work on the way home from the school. The design is to interest these children, and also the fathers and mothers to read to their children and to help them study the lesson. The advantages of this effort are :

“1. Each child knows whence the papers and cards come, and becomes interested in the Sunday-school, the church, and its pastor, and as a result is eager to become a member of the school in the church.

“2. It is a great gain to interest parents in Sunday-school and church, which is thus accomplished almost invariably. Often children ask their parents to take them to Sunday-school.

“3. It is of great value to interest the parents, especially the mother, in teaching the Bible and religious truths to their children.

“4. In this way the church reaches out to the children who do not come to public worship. The child is taught religious truths. The parents have impressed upon their hearts the need of a religious life, and to some extent a religious atmosphere is brought to the home, and the church is made to realize its connection with the families of its parish.”—

From the Connecticut Sunday-School Record.

Mrs. J. A. Walker of Denver has used the following plan :

Besides a neat little circular, explaining the plan and urging mothers to adopt it, an application card, for mothers to sign, has been printed, of which the following is a copy :

Primary Home Department

PRIMARY AND JUNIOR HOME DEPARTMENT CLASS OF THE

.....

SUNDAY-SCHOOL.

I desire to join the Primary and Junior Home Department Class of
Sunday-school.

I promise to study the regular Bible lesson at least a half hour each week and to teach my child the lesson story and Golden Text unless prevented by some good cause.

I will inform the superintendent if I desire to withdraw from membership.

Name

Address

Date

"Search the Scriptures for in them ye think ye have eternal life."

PARENTS' SOCIABLE

The primary class is more dependent upon the assistance of the parents than any other department of the Sunday-school. It is not sufficient to have the moral support of the parents and an occasional visit to the class. In order that the best work may be accomplished, the parents should have a thorough knowledge of what is required by the teacher. 1. The child must be made to clearly understand just what the teacher wishes to have learned during the week. 2. The parents must also be informed about this. 3. The parents must become interested, and in most cases very definitely told just how to help the child.

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1. The teacher should be very definite in the instructions given to the children upon the Sabbath. Particular attention should also be given to the new scholar. It is not enough at the beginning of a quarter to hold up the picture card, or the quarterly, and say, "I would like every child to learn the Golden Text every week, also the lesson hymn, and those who are old enough should learn the answers to the questions and the catechism questions." The teacher who mentions this only at the beginning of the quarter will never reach the point aimed for. In some schools it is necessary to remind the class every week, if there are to be perfect lessons.

2. In order that the home may know just what is required in the way of lesson study, the superintendent or assistants should explain this to the mother, and ask her cooperation. Secure her promise to spend at least five minutes a day in teaching the Sunday-school lesson. If she complains of lack of time, ask her how many minutes a day she gives to helping her children with their secular studies. Try to impress upon her the great importance of the children's learning God's word. We are apt to leave the father out; invite both parents to visit the class on Sunday, and listen to the children as they recite the lesson. This will be a good object lesson to them, particularly so if their children have failed to recite as well as the others. When parents' pride is touched, there is hope that they will do something.

3. Tell the parents definitely how to proceed to study with the children. Suggest the following plan :

Primary Home Department

Sunday evening, read over with the child the Bible verses of the next lesson ; Monday, learn the Golden Text, and repeat the previous ones ; Tuesday, read the lesson story as printed on the card or quarterly ; Wednesday, learn the lesson hymn ; Thursday, learn the lesson truth ; Friday, learn the answers to the questions ; Saturday, learn any other lessons that the teacher may require ; Sunday, review all that has been learned during the week. Suggest to the parents that five minutes in the evening, before retiring, is a good time for this work, as it will send the little ones to rest in a good frame of mind.

In addition to telling the children and the parents what is required, occasionally call together the parents for an evening's social. I speak from experience, as I have tried this. I had the following invitation printed :

PARENTS' SOCIAL

The superintendents and teachers of the Oxford Presbyterian Primary Class cordially invite all the parents whose children are connected with this class to spend the evening with them. The social will consist of addresses, music and refreshments.

The Place.—Oxford Presbyterian Church.

The Day.—November 10, 1902.

The Hour.—Eight o'clock P. M.

The Invited.—Every father and mother. Come without fail.

MR. AND MRS. ISRAEL P. BLACK,

Superintendents.

PHILADELPHIA, Nov. 1, 1902.

Teacher

These were not mailed,—to be thrown into the waste-

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basket,—but were taken by the assistants to each family connected with the class, and a promise secured that one or both parents would attend. This promise gave some idea of the number to be entertained, and emphasized the importance of the event. The evening was very stormy, so that only one-half of those who had promised came, but the meeting was a very great success. The superintendents and assistants stood in the doorway to give a handshake and a word of welcome to the parents as they arrived.

After half an hour spent in conversation they were entertained by music and recitations rendered by talent connected with the primary and main departments of the school. I had bought blank white cards, and in the corner pasted the head of a little child, and across the card written some sayings concerning children taken from the Bible and other sources. These cards were handed to the parents and read by them in turn. This started them to open their mouths before we entered into the discussion of the real work of the evening, and even the most timid ones readily joined in this. I then told them that the object of this meeting was to help them become familiar with the work of the class, and to secure their earnest co-operation in teaching the lessons to the children.

After this I showed the picture lesson cards, and explained what I wanted the child to learn. Then I showed the quarterly which the older children use, and went over a lesson, telling them just what I expected the children to learn during the week. Then we sang together the lesson hymns and songs in the

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quarterly, so that they might become familiar with these songs, and sing them with the children in the home. I asked the parents to tell me in what manner they were doing this work, and I was quite gratified with the information gained at this conference.

To acquaint the parents still farther with school methods, I explained our system of supplemental lessons, and the manner of examination and promotion, as the time for this was not far distant. I also explained the system by which the money for missionary work was raised, and talked about the importance of the children's earning and giving their own money.

After this the pastor of the church gave a practical talk on how the home could supplement the religious instruction of the school, and the necessity of the home realizing that all religious instruction must not be left to the school, as is so often the case. He took occasion to impress upon mothers the great importance of their training the child for Christ, and extended a very cordial invitation to them to attend all the church services.

The general superintendent of the school then brought to their attention the adult Bible class, and urged them to join this. To those who were unable to attend this class the claims of the home department were presented. Home department quarterlies were distributed to every one, and many names were secured for this new department of work.

I then explained the Cradle Roll, which we have lately started, and in which the parents are taking great interest. After this I distributed a little leaflet

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which I had prepared on "Home Cooperation," and asked them to take this home and try to follow its suggestions.

Refreshments consisting of coffee and cake, and a closing song, brought to an end a very pleasant and profitable evening. The pastor said, "We need more of these parents' socials." The parents said, "How soon will the next one be held?" The assistant teachers, who helped so greatly to make it a success, said, "Let's have another one very soon." Will it pay? Yes, judging from the results of one held two years ago: 1. In more regular and punctual attendance. 2. In more perfect lessons from the scholars. 3. In more visits to the class from the parents. 4. In more interest among the assistants in the work of the class.

If any primary teacher feels discouraged because he does not have the sympathy and cooperation he expects from the home, try the first parents' social, and, if this does not succeed, try another one, and keep on until they do succeed, and the results will be far greater than you ever anticipated.

REACHING THE PARENTS

Mrs. W. F. Crafts suggests that it would be best to hold the quarterly meeting just before the beginning of the new quarter, when there should be given a review of the lessons just at hand, materials to be used as illustrations could be used, and sufficient information given to make it possible for the mothers to cooperate and greatly aid the teachers. The songs in-

Primary Home Department

tended for the quarter's use could be sung with the mothers so that they might teach them to their children. Short talks might be given on child study, the kindergarten, etc. It is not improbable that under some circumstances the mothers themselves might study these subjects and present brief papers. The educating, uplifting power of such a meeting upon the mothers is incalculable, and the reflex influence upon the children of those mothers cannot be estimated.

Miss Mary Louise Butler says: "No school can reach its highest possibilities without the cooperation of the homes from whence the pupils come. For lack of this cooperation there are often discouragements which might prove disastrous, except that through them many a teacher is driven to her knees; and there, at the throne of grace, strength never faileth.

"Said a primary teacher not long ago: 'In nearly a decade of consecutive work in a school where the enrolment was three hundred or more, I do not need the fingers of both hands to count the number of mothers who called on me to ask how their children were getting on in Sunday-school.' "

NOTE.—A leaflet on Home Cooperation will be mailed for 1 cent a copy, or 50 cents a hundred—valuable for distribution at Parents' Meeting. Address The Presbyterian Board of Publication and Sabbath-school Work, Philadelphia, Pa.

XXV

Promotions

To show the practical workings of promotion in the Sunday-school, I give the plan pursued in the primary department of the Oxford Presbyterian Church, Philadelphia, Pa.

Requirements.—First: All children must be at least nine years of age. We aim that none shall be in the department who are over ten years old.

Second: The recitation of the supplemental lessons contained in "The Westminster System of Graded Supplemental Lessons for the Primary Department." The scholars learn this three years' course, one year at a time, and recite to the division teacher. It is then reviewed by the superintendent nearly every Sabbath. It is rare that a scholar is not able to recite the whole course at the end of three years. Before promotion the third-year grade recite to their teachers all the three years' lessons; the second grade recite the first and second years' lessons; and the first-year grade recite the first year's lessons. As soon as the scholar recites the lessons perfectly, his name is placed upon a promotion roll. Great interest is taken in the growth of this roll. When the scholars of the

Promotions

third-year grade have recited their lessons they are given the class colors, which consist of a small piece of silk ribbon in two shades of blue, which they proudly fasten upon them.

Third: A suitable teacher for each class of not over six scholars, and wherever possible a male teacher for the boys. It is not easy to secure male teachers for active boys, but it pays to hunt for them. The assistants in the primary department are not promoted, but remain there for many years.

There is much to be said in favor of promotions on Children's Day, or Anniversary Sunday; but it is not wise for a city school, which virtually closes from June to October, to give scholars to new teachers early in June, for many of them will not return when the school opens.

The Diploma.—The Primary Diploma, published by the Presbyterian Board of Publication, is signed by the pastor, general superintendent, and primary superintendent, rolled, and tied with narrow blue ribbon. Certificates of promotion from the first to the second, and from the second to the third grades, are also signed by the primary superintendent and the teacher of each grade.

The Hour.—Soon after the opening service, and after the general superintendent has conducted the promotion service in the junior department, he enters the primary room, accompanied by the junior superintendent. The promotion scholars have previously been arranged in little classes with the new teachers. After the promotion class has recited all the lessons

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for the three years, the primary superintendent says a few farewell words to the boys and girls whom he has learned to love. The general superintendent also addresses the scholars, and the junior superintendent gives them a few words of warm welcome. The name of each scholar is called and the diploma presented, until six are in line, when the teacher is called to take them. They are then escorted by the junior superintendent into the junior department, where seats have been provided for them. When all the classes have left the room the children in the second grade are given their certificates of promotion, and pass into the seats just vacated by the third grade; and the first grade pursue the same plan.

Beginners' Class.—When the promotions are completed in the primary department the general superintendent enters the room of the Beginners' Class, and, pursuing about the same plan, receives those who are six years of age, and have made some attempt at reciting the supplemental lessons. Then the little ones are escorted to the primary room and take the seats just vacated by the first-year grade. As these little ones march in they proudly hold in their hands the Beginners' Diploma of promotion.

The whole service does not take over twenty minutes, and the regular work is resumed as if this important event had not happened. The parents of the scholars are always given an invitation to attend, which they gladly accept. This plan has worked well in one class for many years, and may have some features worthy of imitation by others.

XXVI

The Junior Department

The Need.—Where primary classes are not thoroughly graded it is utterly impossible to properly teach the International Lessons or Supplemental Lessons to children whose ages range from four to ten, and even eleven and twelve years of age. There is an imperative need of a department between the strictly primary age and the older boys and girls—a “betwixt and between” department. When a boy reaches nine years of age he feels very important, and dislikes to be known as belonging to the “Baby Class,” does not like to join in motion songs or exercises, and feels that he is out of place. To some extent this is so with the girls.

One of the weakest spots in our Sunday-schools is the period which begins with the child's promotion from the primary class to the main room, and continues for a year or two thereafter. Miss Julia Johnston says of the junior department: “This department must be something distinct yet not radically different. These children are by no means beyond

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the need of object teaching and illustration and of concert recitations and drill."

Required Age.—Mrs. M. G. Kennedy says: "No child over nine, and better still, of over eight, should be permitted to remain in the primary department. If the great wide world of the main school *chills*, the primary *cramps* the girls and boys of this age."

Experience has proven that it is best for these children to leave the primary department during their eighth or at the commencement of their ninth year. They should be able to read fairly well in the Bible, for they now are to come into closer contact with this book. Those who have reached the required age and are backward in reading should be placed in a special class in the junior department, where they can receive more attention.

They should be required to remain in the junior department for at least three years, during their ninth, tenth and eleventh years. Many teachers prefer to keep them four years.

Name.—To this somewhat new department has unfortunately been given two names, junior and intermediate. The name of junior appears to be greatly in favor with the leading Sunday-school workers. Most of the lesson helps prepared by the different publishing houses have so designated this grade by their *junior* quarterlies. This name has been adopted also by the International and State Sunday-school Associations, who have appointed primary and junior superintendents and organized Primary and Junior Teachers' Unions. Undoubtedly the name of this

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department will be the junior department of the Sunday-school.

Room Needed.—It is very desirable that this department should have a separate room, for the reason that it needs concert exercises, recitations, singing and Bible study, conducted in such a manner that they would disturb a room full of older scholars. While some might wish this room to open into the main school, so that opening and closing exercises could be held with each other, this is *not important*. Rev. A. F. Schauffler, D. D., says "The modern Sunday-school building will be arranged in different departments, separated by thick brick walls, so as to shut out all sound and also all possibility of time being wasted by joining in opening and closing exercise with other departments."

In the Main Room.—Where it is not possible to have a separate room, this department can be conducted in the main room. A certain space should be allotted to this department, which can be separated from the rest of the school by means of curtains or movable screens. Very often the aisle can be used to define the line of separation from the other departments. After the opening exercise the class can be screened from the rest of the school, and then conduct its own lesson study, and special exercise, without causing much disturbance to others in the same room.

Organization.—When meeting in a separate room the officers should consist of a superintendent, assistant superintendent, secretary, treasurer and librarian,

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whose duties shall be the same as those usually performed by such officers in other departments of the school.

Grades.—This department should be divided into three or four grades, to be known as the first, second, third or fourth year grades, in each of which the scholars should remain for one year. The classes of each grade should sit in different parts of the room, the classes of the first grade being nearest to the superintendent. When the classes of the third or fourth grade are promoted to the next higher department, move back the classes of the other two grades to make room for the promotions from the primary department.

Superintendent.—The superintendent should be the person *best fitted* for the position, regardless of sex. The superintendent should open and close the school, and teach the opening part of the lessons, unless he prefers to assign these to different teachers. One teacher could take Bible geography, one Bible history, and another one the books of the Bible. The superintendent should show the objects and make good use of the blackboard in closing the lesson.

Teachers.—A *skilled teacher* for each little class is greatly preferred, but unfortunately it is often the favorite place to put young people whom the superintendent desires to *become* skilled teachers. A good way to train teachers is to have a normal class. Where such a class cannot be conducted, it is well for the new teacher to spend a little time in the primary class, learning its methods of work and its manner of

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teaching. The class to be promoted should be given to the new teacher for a few weeks before promotion, so that she will become acquainted with them before the transfer. Teachers should never leave the junior department when a class is promoted to another department, but may be promoted from one grade to another in this department. It is far better to have teachers trained to teach in a special grade. At a conference of the primary and junior teachers at the Asbury Park Summer School, Rev. E. M. Fergusson asked, "Why are primary teachers so much ahead of the other teachers in our Sunday-schools?" Miss Annie S. Harlow replied, "Because primary teachers stay in one grade and learn to master its difficulties, while the others move about." This rule should apply to all grades.

Teachers' Meetings.—It is of the utmost importance that the superintendent hold a teachers' meeting, where all the work of the class can be explained and where the teachers can compare notes about their work. The superintendent should explain the lesson and inform the teachers what part he expects to teach and what he wishes them to teach, so that there may be concert of action.

Classes.—There should not be over six scholars in a class to start with, and it should be kept at this number if possible. They should be of about the same age and ability in public school work, and of nearly the same social standing, as they are now to be more intimately associated with each other than when in the primary class. As a good class feeling is

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greatly to be desired, it will be much easier to obtain this among scholars of the same social standing. They should now have class meetings at the teacher's house, and picnics and sociables at each others' houses. Therefore, no one should be placed in the class who will feel out of place at such gatherings.

New Scholars.—All new scholars should be received by the superintendent and assigned to the class best adapted to their age and requirements. Never let a scholar join a class for the simple reason that his friend is in that class. This may be a sad misfit which it will be very difficult to rectify.

Lesson Helps.—This department should have a lesson paper or quarterly, thoroughly adapted to the requirements of the scholars. They never should be given a quarterly *too old* for them. This lesson help should be selected with the greatest of care. Each denominational board should furnish just what is needed. It is very important that the scholars should be taught how to study *every part* of the quarterly which has been especially prepared for them, as these lessons have been prepared with a certain object in view.

Appliances.—A blackboard or blackboard cloth, maps, pictures, hymn books, pads and pencils for class work are all *needed*; also, a cabinet for holding objects, book-slates, lap-boards, and tables around which teacher and class can gather. The room should be made as attractive as the primary room, so that the class will not miss the bright surroundings they have been accustomed to for a long time.

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Opening Services.—Where held in connection with another department they should always be with the main, and not with the primary department. These services should not last over ten minutes, and should consist of something in which the juniors can take part, such as a familiar song, Scripture recitations, golden texts, the subject of the lesson, memory verses, and the prayer. After this, close the doors or retire from the room, or screen this department when in the same room with the main school.

Department Services.—These should consist of Bible verses, repeated in concert or responsively, songs, the lesson of the day, supplemental lessons. The superintendent should conduct all services, taking a few moments to open the lesson on such lines as have been agreed upon at the teachers' meeting. Teachers then should have at least thirty minutes uninterrupted for the study of the lesson. In closing, the superintendent should give a very short review of the lesson with the use of the blackboard, and try to draw out from the scholars what the teachers have given them, and endeavor to impress the truths of the lesson.

HABITS TO BE ENCOURAGED

Church Attendance.—Encourage this by frequent talks about the duty and pleasure of going to God's house. Keep a record of this in some manner. For this purpose a blank form is printed in some quarterlies. Ask every week who has been to church, and ask for the text of the sermon. Some scholars use

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little "sermon text" books. Call for the text in concert, or individually. Ask also for one thought from the sermon. This will help to encourage the habit of church attendance.

Bible Reading.—Encourage the children to form the habit of daily reading a few verses of the Bible each morning and night. Give cards arranged for daily readings. Many of these are already printed. Some are arranged for the scholar to keep his own record by pricking with a pin. The teacher should also keep a record of this work. Daily Bible readings are to be found in most of the quarterlies.

Benevolence.—Encourage the class to give liberally to God's work. Teach them to earn and to save, and to give on the Bible plan of at least one-tenth of their income, however small. Keep them informed about benevolent work in their neighborhood, and missionary work all over the world. The teacher should keep a record of benevolence, not so much for the amount they give as for the *regularity* with which they do this. The children of the junior department are of an age when it will be easy for them to form the above habit, and if retained it will become a great blessing to them, and the Church of God also will be greatly blessed.

SUPPLEMENTAL LESSONS

Explanation.—Supplemental means "added to." In Sunday-school work this means some lessons from the Bible in addition to the selections of the International series, which do not comprise many impor-

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tant things which children should know. Under these supplemental lessons should be placed a knowledge of Bible lands, of the books of the Bible, and the memorizing of Scripture and church hymns.

Geography.—This is the department in which we should begin to teach the geography of the Bible lands. Draw the maps on the board, or much better, make a permanent one on a very large sheet of manilla paper or muslin. For example, begin with the outlines of the coast of Palestine, then draw the seas and rivers, giving a lesson on each. Give one lesson on each of the three divisions, mark the prominent places, and so let the map grow before the class from week to week. Red wafers or gummed seals can be attached to mark cities and towns. Buttons also can be sewed on for places; for example, red buttons to indicate the first journey of Christ, and Paul's first journey. Wind red cord from one place to the other to mark the progress of the first journey, and blue and yellow for other journeys. Where there is a three years' course the first year could be spent on Bible lands in general, the second on Bible lands of the Old Testament, and the third on Bible lands of the New Testament. The best plan, however, is to study Old Testament lands when the International Lessons are from that part of the Bible and New Testament lands when they are from that part.

Bible Study.—The children should be taught: 1. The names of the books of the Bible. 2. One fact about each book. 3. One truth that each book teaches. 4. Something about the origin of the Bible

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and the different translations. They should be taught how to find quickly any reference and often drilled on this. Each one should have *his own Bible*. This can be given either as a reward at the time of promotion, or for attendance or lesson study. Parents should be encouraged to give Bibles to their children. They should be taught to form the habit of bringing their own Bibles to the class, and every Sunday should be asked to show their Bibles. Be sure that Bibles are furnished the children who have forgotten to bring them. I have heard of a junior class in which from ninety to ninety-five per cent. brought Bibles every Sunday during the year.

Memorizing Scripture.—From eight to fifteen is the memory age. Teachers no doubt can recall verses committed at this age which they have retained when those of a latter date have gone from their memory. Teach the children to learn whole chapters, and some of the Psalms, as well as topic verses, and recite them singly or in concert to the teacher. Some of these will be found under the supplemental lessons arranged by different denominations.

Church Hymns.—These should also be learned, not only for the personal benefit the child will derive from them, but so that the children may be able to join in the praise service in God's house. A short history of each hymn will add to its interest.

Home Cooperation.—For the successful conduct of this department it will be necessary to secure the cooperation of the parents of the children, and particularly that of the mother. The superintendent

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as well as the teacher should make *frequent visits* to the home, and thoroughly explain what the department is trying to teach, and what is expected of the scholars, and inform the parents in what way they can help in this work. Do not be discouraged if the home does not at once respond to your request ; persevere until you have secured just the cooperation needed to supplement the work of the teacher. Secure the frequent attendance of the parents upon the sessions of the department so that they may see what is being done, and thus become more interested in the work.

Library.—If thought advisable for this department to have access to the Sunday-school library, the teachers should have a very careful oversight of the children when they select the books, as the latter will be apt to make choice of books *too old* for them. It would be better to have a separate library for this department filled with books just suited to its age and requirements. In cities where children have access to so many public libraries they are beginning to lose interest in the Sabbath-school library. In such cases it is far better to give the children a bright fresh paper every week, which is so eagerly read by children of this age. Teachers should help scholars in their selection of books from public libraries.

Rewards.—This is an age where rewards will be a great incentive for work done. Teachers should keep records of all work accomplished and give some reward to *all* who have been present every Sunday during the quarter and have recited the Golden Texts and Lesson Truths and memory verses. Give a ban-

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ner to the class which has had the highest average attendance. Give some reward to the class where every member present brought *his own Bible* every Sabbath in the quarter. Class pins and buttons are great favorites with the children of this age, and will make an inexpensive reward. Prizes should be avoided, as they are only attainable by *one child*, and often cause serious trouble in a class. One class uses this form of marking :

Attendance at Sunday-school	60
Bible brought	10
Offering made	10
Home study of lesson	10
Presence at a church service since the last Sunday-school session	10
Perfect marking	100

“Church service” means Sunday morning or Sunday evening preaching service or Thursday night prayer meeting and at *our own church, and a whole service—and not a part of one.*

PROMOTIONS

The Time.—These should be made every year, at the time best suited to the conditions of the individual school. Some schools promote on Children’s Day, others at the anniversary season, while others greatly prefer the first Sunday of the year. For the sake of uniformity *all the departments* should promote at the same time.

Examinations.—A good knowledge of the supplemental lessons should be the basis of the examination

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for promotion. This can be obtained either by an oral or a written examination, not by classes, but each scholar should be examined *separately*. It would be better for the superintendent to do this, as teachers are naturally inclined to be lenient to their own flock.

Certificates.—A small certificate, stating that the scholar has satisfactorily recited the required supplemental lessons of the first year, should be given to every one entitled to it, and also at the end of the second or third year.

Diplomas.—When the lessons for the third or fourth year have been recited, a diploma should be given to the scholars upon their promotion to the next higher department. This should be rolled and tied with the class ribbon, and each class should have the privilege of selecting its own class colors.

Promotion Services.—The promotion of the children from this department should be an event of great importance. Very interesting services should be arranged for this, in which the pastor and general superintendent should have prominent parts. It will add greatly to the interest if these can be held at some time when the parents and the whole school and congregation can witness them. If obliged to be held in the class-room, be sure that the parents of the children to be promoted have good seats assigned to them.

Conversion.—This is the age when it will be easy to bring the scholars to accept Christ as their personal Saviour. Their early conversion needs to be kept

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constantly in sight by the teacher, and all lessons and conversations should tend to this one end. It is well to hold after-meetings, where this matter can be pressed upon the individual scholar much better than in the general session of the class.

The teacher should always bear in mind that the main object of this department is to teach the scholar *how to become* a Christian, and then *how to live* a Christian life.

A SUGGESTIVE ORDER OF SERVICE FOR THE JUNIOR DEPARTMENT

(This should be varied from time to time.)

1. Hymn of Praise, or the Doxology.
2. A recitation—the Twenty-third Psalm or the Beatitudes.
3. Prayer, closing with the Lord's Prayer.
4. Hymn, selected.
5. Recitation—Commandments or the Apostles' Creed.
6. Hymn, selected.
7. Review of Golden Texts for the present quarter.
8. Bible Drill—Books of the Bible, etc.
Question: All who have brought their Bibles please hold them up to be counted.
9. Hymn, selected.
10. Lesson of the day read responsively *from the Bible*.
11. Review of last week's lesson.

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12. Church attendance.

Question: All who were present at the last church service rise and repeat in concert the sermon text and tell where it is found.

13. Birthday offering, with appropriate services.

14. Supplemental lessons taught and reviewed.

15. Offering. This can be gathered in any manner thought best, and with appropriate services.

16. Lesson study. Taught by the class teachers after the Superintendent has opened it.

17. Hymn.

18. Review of lesson by the Superintendent, who should ask for the Golden Text, Truth, Memory Verses and Catechism Question.

19. Prayer, by the Superintendent or a teacher.

20. Recitation of Scripture, appropriate to closing.

21. Hymn, appropriate to closing.

22. Benediction—Mizpah, recited or sung.

23. Distribution of library books or papers.

SUPPLEMENTAL LESSONS

I prepared for the Presbyterian Board of Publication and Sabbath-School Work the following Supplemental Lessons for the junior department—scholars from nine to twelve years of age:

First Year.—1. Golden Texts.

2. Bible verses, the Beatitudes.

3. Books of the Bible.

Text-book, "Books of the Bible for Beginners,"
by Israel P. Black.

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4. General outline of Bible geography.
Text-book,
5. Ten Commandments, in full.
6. Hymn, "Joy to the World, the Lord is Come."

When the nine-year-old scholars have learned the above lessons, they should be promoted to the second year grade, and a small certificate given to them which will state that they have correctly recited all the required lessons of the first year of the junior department.

Second Year.—1. Golden Texts.

2. 1 Corinthians 13: 1-13. (13 verses.)
3. Psalm 100. (5 verses.)
4. Bible history, Adam to Saul. (Worden's.)
5. Old Testament geography.
6. Apostles' Creed.
7. Hymn, "My Faith Looks Up to Thee."

When the ten-year-old scholars have learned the above lessons they should be promoted to the third year grade, and a small certificate given to them, which will state that they have correctly recited all the required lessons of the second year of the junior department.

Third Year.—1. Golden Texts.

2. Bible verses : 1, John 14. (21 verses.)
2, Psalm 19. (14 verses.)
3. Bible history, Saul to Christ. (Worden's.)
4. New Testament geography.
Text-book,
5. Hymn, "Rock of Ages."

When the eleven-year-old scholars have learned the

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above lessons they should be promoted to the intermediate department, and a diploma given to them, which will state that they have correctly recited all the required lessons of the junior department.

XXVII

The General Superintendent's Help

STRENGTHENING THE TIES

I WILL suggest *nine* ways which will help in more firmly uniting the superintendent to his primary department.

First.—The superintendent needs to be *thoroughly informed* regarding the work of the primary department and its needs. The reason why there is not as full and cordial cooperation as there should be, is that the superintendent is not possessed of the proper knowledge of primary work. He can easily secure this by reading articles on primary methods. At present these are to be found in all the leading denominational publications, in *The Sunday-school Times*, and *The International Evangel*, and very fully in "Practical Primary Plans," which will be found helpful to general superintendents as well as to primary teachers. Besides reading upon methods of work, the superintendent should study the lessons as prepared in these helps for the primary teachers.

He should attend primary conventions, institutes

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and summer schools, and primary unions. All these mediums of information will help the superintendent better to understand what this department is trying to accomplish.

The *Second* means of uniting the superintendent to this department is in his keeping a careful watch over the primary teacher. He should select this teacher from the best material within his reach. If possible, she should be one who has considerable time to devote to the work, as this department requires a great deal of time and attention. The superintendent should watch to see if this teacher places herself in the way of being helped by others. If not, he should encourage her to join a primary teachers' union and to attend conventions where primary work is being discussed, and be careful to hand her the necessary means to enable her to reach the places where they are held. See that out of the school funds she is given money to purchase all the helps and papers that will prepare her to do better work.

The *Third* means is the purchase of a liberal supply of papers and lesson helps for the little ones. Some schools supply these too sparingly. I could cite many instances where the teachers have been obliged to supplement the school's purchases from their own scanty means. A liberal expenditure in the way of papers and cards and appliances is money well invested and will yield a large increase in years to come.

The *Fourth* means consists in furnishing a liberal supply of appliances for the use of the teacher and the

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little ones in the class room. Possibly many superintendents never saw a complete list of what is needed for an up-to-date primary room. If so, they should read pages 31 and 32 of "Practical Primary Plans." Not all of these appliances need be purchased at once, but can be gradually added to the room.

The *Fifth* means consists in furnishing the teacher with money to pay the many trifling expenses of the class. A few cents are often needed to buy little things to adorn the room, or to teach the lesson. In the course of a year the sum is considerable. It is an excellent plan for the superintendent occasionally to hand the teacher a sum of money, saying, "Spend this for such little things as you may need." This gives her greater freedom in the conduct of her work. Very few primary teachers care to make frequent calls upon the superintendent for small sums of money with which to purchase colored papers, cardboard, or reward cards.

The *Sixth* means is *appreciation*. How many superintendents are in the habit of saying to the primary teacher: "I thoroughly appreciate your work and do not know how we could get along without you"? It is very encouraging to any one to be appreciated in their work, and the more so when that work is a labor of love. The superintendent who wishes to retain and improve his primary teacher needs to practice this art of appreciation.

The *Seventh* means is deference to the judgment of the primary teacher in the conduct of the class. One instance may suffice for many: The matter of

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joint opening services with the main school has given primary teachers much anxious thought. Many superintendents desire the little ones to take part in the opening services for several minutes. As a rule the children show very little interest in these services, and the teacher rapidly uses up her nerve force, so that when the opening services are over, both teacher and scholars are better fitted to go home than to go on with their own exercises. There are very few primary teachers who favor this waste of time. Why not defer to their judgment and permit the teacher and little ones to use profitably every moment of their time in their own services? There are other instances in which it is safe to defer to the primary teacher's judgment.

The *Eighth* means is having a fixed time for promotion. Some superintendents make frequent raids on the primary room when classes in the main room need filling up, saying, "Can't you let me have a few scholars to fill up the empty forms?" Primary teachers often yield to such importunities against their better judgment. The superintendent, in consultation with his primary teacher, should decide upon a fixed time for promotion, a course of supplemental lessons to be studied, and conduct all this "decently and in order," leaving the details of this work entirely in the hands of the teacher, who is best fitted to carry them out.

The *Ninth* means is by frequent visits to the primary class. This does not involve making an address to the little ones. Just look in on them and say, "Good-afternoon, children," and if in order, a

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few words of greeting, or occasionally let the superintendent sit down and listen to the lesson or the exercises. He may discover that he has a very poor teacher, who should resign, or he may discover that he has one of the very best teachers, who needs more encouragement. These things he can find out only by visits.

If the ordinary superintendent will try to fasten himself to the primary class by these nine ties he will find before long a new order of things in his school, and a growing interest within himself towards the most important department of the school.

THE OTHER SIDE

Mrs. J. W. Barnes wrote for the *Pennsylvania Herald* as follows :

WORKING TOGETHER

In many Sunday-schools, while there is no lack of harmony between the heads of the several departments, there is often found on the part of the superintendent of the school a lamentable ignorance as to the inside workings of the primary department.

Whose fault? Unquestionably, in many cases, the head teacher of the department is at fault ; though oftentimes, for fear of lack of sympathy, or from a false notion that she does not want to bother him, she refrains from doing what is here suggested.

First.—Train the children to go to the superintendent, as they enter, and say, “Good-morning,” or “Good-afternoon,” as the case requires, and to bid

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him "Good-bye" upon leaving. Teach them to speak to him when they meet him upon the street. To do this, many teachers will find it necessary to invite the superintendent to the class, that she may help the children to know who he is. Perhaps it will be the first time you have invited him, but that will in itself be the first step towards this closer bond that should exist between all.

Second.—In the class pray for the superintendent.

Third.—Have a certain time reserved in your planning when it is understood that he is always welcome to your class. Many a superintendent does not appear at the doors of our class rooms because so much has been said about "interruptions" that he feels that he is "in the way."

Fourth.—Every new thing you do in connection with your department, take pains to inform him concerning it. If you start a "Cradle Roll," he should hear of it from you and not from an outsider. Moreover, explain its workings fully to him.

Fifth.—Talk over your program with him, especially if your class room is adjoining the main department, that you together may arrange them in harmony and neither clash.

Sixth.—See that he understands your system of attendance and why you give the enrollment card to each new pupil. Also why and how you remember the birthdays.

Seventh.—Explain your plans concerning the teachings which you give them concerning "Giving," what you aim to accomplish through it. It may result in

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your being able to use the contributions of the children for missions at home and abroad, instead of for the children themselves, the support of this department being assumed by the older grades, if necessary.

Eighth.—Be very sure that you have him present some time while you are teaching the regular lesson, for he will eventually prove an inspiration to you, no matter how you may dread it at first.

Ninth.—See that he thoroughly understands your plan of supplemental work, which is fitting the children to be promoted to the next department, and it will only make him more rigid in enforcing the rules, and will prevent many a new pupil from slipping into some of the upper classes and so keeping the schools in the ungraded condition as to age and ability, which at present in many schools is such a hindrance to progressive work.

In other words, keep him informed as to all your doings, for without a knowledge of your work, how can you expect his sympathy and cooperation?

XXVIII

The Teacher Trained

MR. C. D. MEIGS very pertinently says, "The nineteenth century question was 'Will you teach?' the twentieth century question will be '*Can* you teach?'"

There is a vast difference between being willing to teach and having the ability to teach. If secular teachers require many years of study to fit them for teaching five days in the week, how much better preparation should be required of the Bible teacher, who has but one hour a week in which to impart this knowledge? Does not the Bible teacher need the highest training possible?

In no department of the Sunday-school is it more important to have trained teachers than in the primary class. The day is past when any one will do for this class, or any kind of work will answer. If it is the most important class, it certainly needs the most highly trained teacher. This is a high standard, but it is attainable, for there are so many avenues of training open for the teacher who lives in the small town as well as for those in the larger cities. The Archbishop

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of Canterbury once remarked, "No man can teach who has stopped learning." It is therefore of great importance that the primary teacher avail herself of every opportunity for learning how to become "a workman that needeth not to be ashamed."

The teacher who is isolated and deprived of meeting with others engaged in the same line of work, can greatly increase her ability by taking a course of study. There are many helpful books which can be purchased, and a careful study made of methods of work. If not able to buy these, the teacher should ask the officers of the Sunday-school to add them to the school library, for there should be a teachers' library in every school. The Training Course Number One, of the International Primary Department, offers a great opportunity at moderate expense to study a few very valuable books. This course embraces the following :

SEC. I.—BIBLE STUDY

The lessons on the Bible as contained in any one of the following Normal Manuals, viz. :

1. Revised Normal Lessons, J. L. Hurlburt.
2. Legion of Honor Normal Lessons, First and Second Year, H. M. Hamill.
3. Normal Course, First and Second Year, G. W. Pease.
4. Complete Normal Manual, W. J. Semelroth.
5. Westminster Normal Outlines, J. A. Worden.
6. Outline Bible Studies, A. E. Dunning.

SEC. II.—CHILD STUDY

1. "The Sunday-School Teachers' Normal Course," First Year, by George W. Pease.
2. "A Study of Child Nature," by Elizabeth Harrison.

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SEC. III.—LAWS OF TEACHING

1. "Normal Course," First Year, by George W. Pease.
2. "The Point of Contact in Teaching," by Paterson Du Bois.
3. "Teaching and Teachers," by H. C. Trumbull, D. D.

SEC. IV.—METHODS OF TEACHING

1. "Normal Course," First Year, by George W. Pease.
2. "Teaching and Teachers," by H. C. Trumbull, D. D.

SEC. V.—METHODS OF WORK

"Practical Primary Plans," Revised Edition, by Israel P. Black.

Unions.—In addition to this individual study there are few places so small but that two or three primary and junior teachers can be found, who ought to be able to form a primary union and meet as often as possible. In these meetings they should have the lesson taught and discuss methods of work in their classes. The following program was used in the Philadelphia Union during 1902:

P. M.—SATURDAYS

- 2:00—Blackboard Instruction.
- 2:30—Devotional Service.
- 2:45—Music or Study of "Practical Plans in Primary Work."
- 3:00—Kindergarten Lesson.
- 3:15—Primary Lesson.
- 3:45—Junior Lesson.
- 4:15—Teachers' Training Course.

It is given as a sample of what can be done in a large union. Smaller unions could use as much of it as practical. Such helpful topics as the following have been discussed in the unions:

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Songs, and Ways of Teaching Them.

Prayer in the Primary Class.

Helps for Preparation of Primary Lessons.

Should Primary Scholars Study the Lesson Before
or After it is Taught in the Class?

Supplemental Lessons.

Promotion—How Conducted.

Necessary Appliances, and Little Things that Help
or Hinder.

The Teacher's Week-Day Work.

Ways of Securing Home Cooperation.

How to Conduct Reviews.

How I Conduct my Class.

Ways of Keeping the Primary-Class Roll.

Order of Exercise.

In many places pastors and secular educators have been willing to give of their talents to help the union. Over four hundred and fifty unions are doing splendid work in the line of training teachers.

In many places classes have been formed for the special purpose of studying the Training Course, and some of these have developed into unions.

In addition to the union work there are constantly being held a goodly number of primary institutes, in which practical methods are presented by experienced workers. These hold one or more sessions, which have resulted in accomplishing a great amount of good. The following is a sample of one such institute, held in Columbus, Ohio :

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PROGRAM

Forenoon

- 9:15—Devotional Exercises.
9:25—Address: "Special Features of the Primary Department."
10:00—Address: "The Relation of Primary Work to the General Sunday-School Work."
10:25—"Grading and Supplemental Work."
10:50—Round Table.
 1. Opening and Closing Exercises.
 2. How to Promote Punctuality and Attendance.
 3. Offering Exercises.
 4. How I Prepare My Lesson.
 5. Children's Songs and How to Teach Them.
 6. My Greatest Difficulty.

Afternoon

- 2:00—Devotional Exercises.
2:10—Address: "The Personality of the Primary Teacher."
2:40—"Blackboard Hints."
3:10—Address: "How May We Use to Advantage the Physical Activity of the Child?"
3:40—"Temperance Beginnings."
4:00—Open Parliament: "Methods and Management in Primary Work."

Evening

- 7:30—Devotional Exercises.
Address: "Home Cooperation."
Address: "The Child Christian."

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The many summer schools of primary and junior methods, which have been held in Illinois, New Jersey, Pennsylvania, Alabama and Colorado, have been largely attended by teachers eager to improve their work. Such journals as *The Sunday-School Times* and *The International Evangel* are continually furnishing helpful articles on methods of primary and junior work, and such articles can also be found in all of the denominational journals for teachers and superintendents.

There is now no excuse for indifferent and inefficient primary work, for surely teachers can come within direct touch of some, if not all, of the great and helpful advantages to be derived from primary unions, institutes, conventions, and summer schools. I believe the time is coming when the primary teacher will be well compensated for the time and talent which she gives to this most important work. She will be compensated in proportion to the amount of knowledge she possesses and is able to impart. The more thoroughly the teacher is trained the more will her services be valued.

Organized Work.—First: The Primary and Junior Union, which is composed of all who teach children under thirteen years of age, and the mothers also.

Second: The township and county secretary, whose duty it is to keep in touch with all teachers of the younger grades who reside in her district, and help them in every way possible. She is also to endeavor to present primary methods at township and county conventions.

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Third: The state primary secretary, whose duty it is to keep in touch with the county primary secretaries, and take the oversight of the primary and junior work in the state.

Fourth: The State Primary Department. This organization is composed of all the primary and junior teachers of the state. It has for officers, a president, secretary, treasurer, and a central committee, who attend to the business between the state conventions, as the department can meet only at the annual state conventions.

Fifth: The International Primary Department. This is composed of every primary and junior teacher in the United States and British Provinces. Its work consists in encouraging the formation of new unions in every place where they would be likely to flourish and to be of benefit to teachers. It also assists existing unions in every way possible. It aims to have :

1. A primary union in every city.
2. A primary department in every state or province.
3. A primary secretary in every state or province.
4. A primary secretary in every county.

To assist in the accomplishment of this, it is constantly publishing leaflets which are filled with suggestions for the organization and conduct of primary unions and state and county primary work. Its officers are elected every three years in connection with the International Sunday-School Convention ; those elected at Denver in 1902 were :

President, Mrs. J. A. Walker, Denver, Colo. ; Vice-

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President, Mrs. E. Wesley Halpenny, Montreal, Quebec ; Recording Secretary, Israel P. Black.

Executive Committee : Chairman, Mrs. J. W. Barnes, N. J. ; Recording Secretary, Mrs. H. M. Hamill, Nashville, Tenn. The executive committee is composed of one member from each state, territory, and province.

Central Committee : The five officers of the primary department and the executive committee, with the addition of the four following persons : Mrs. Mary Barnes Mitchell, Des Moines, Ia. ; Mrs. W. J. Semelroth, St. Louis, Mo. ; Mrs. Alonzo Pettit, Elizabeth, N. J. ; Mrs. A. G. Crouse, Westerville, O.

Since the Denver Convention a new office has been created, that of Primary and Junior Secretary.

Primary and junior teachers can obtain valuable help by applying to this secretary, Mrs. J. W. Barnes, Newark, N. J.

Appendix

THE following list of books and appliances includes nearly everything helpful at present published on the subjects under consideration. It is not intended to call special attention to the merits of any of them ; all have been found suggestive and helpful. The prices affixed are correct so far as could be ascertained ; doubtless all are fairly accurate.

Teachers studying all of these "helps" would be well equipped for the work ; a careful selection, however, of even a few of them would prove most helpful.

CRADLE ROLL REQUISITES

Card System of Records for the Cradle Roll and Primary Department. Birthday Remembrance Account. By D. C. Cook Publishing Co., Chicago, Ill. 35 cents, postpaid.

Cradle Roll (Dietz). No. 2, flint, for 60 names, \$1.00, 100 names, \$1.35, framed. Express not paid. No. 1, without frame, 75 cents and \$1.10. No. 1, with round gold stick ready to hang up, for 60 names, by mail, 50 cents. Dietz & Marshall Company, Chicago, Ill.

Cradle Roll (Geyer). Framed in white enamel or

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oak. Places for cards to be inserted. 36 names, \$1.00. 60 names, \$1.25. Express not paid. Wm. M. Geyer, Norristown, Pa.

Cradle Roll Application and Birthday Cards, a whole outfit for \$1.00. (Send for samples.) Theodore M. Hammond, Milwaukee, Wis.

Cradle Roll Cards. By Israel P. Black. Application, Enrollment and Birthday Cards. Presbyterian Board of Publication and Sabbath-School Work, Philadelphia, Pa. 5 cents per set. Send for samples.

Cradle Roll Certificates. In four colors. Price 30 cts. a doz., 5 cts. each. Ohio S. S. Association, Columbus, Ohio.

Cradle Roll Supplies. H. D. Noyes and Co., 13½ Bromfield St., Boston, Mass.

Cradle Roll Certificates, 8½x11½ inches, in four colors. Toledo Sunday-School Supply Company, 622 Gardner Bldg., Toledo, Ohio. 25 cents per dozen.

Cradle Roll Certificate (Plockhorst). 8x10 inches, printed in gold. Heidelberg Press, Philadelphia, Pa. 60 cents per dozen.

Cradle Roll Pin. Gold plated. 20 cents. Theodore M. Hammond, Milwaukee, Wis.

KINDERGARTEN BOOKS

Object Lessons and Songs. By F. E. Belden. Fleming H. Revell Company, Publishers.

The Kindergarten of the Church. By Mary J. C. Foster. Eaton & Mains, New York City. \$1.00.

The Kindergarten Sunday-School. By Frederica Beard. Pilgrim Press, Boston, Mass. 75 cents.

Kindergarten Stories for the Sunday-School and Home. Laura E. Cragin. \$1.25 net. Winona Publishing Co., Chicago, Ill.

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BOOKS OF LESSONS FOR BEGINNERS

Helps on the new Two Years' Beginners' Course issued by the International Lesson Committee, can be obtained from the different publishing houses.

Beginners' Course Picture Cards. For the new two years' course, issued by The Pilgrim Press, Boston and Chicago, and The Westminster Press, Phila.

Bible Lessons for Little Beginners. A Two Years' Course. By Mrs. Margaret Cushman Haven. Fleming H. Revell Company, Publishers. Two vols. each 75 cents, net.

A Portfolio of Suggested Pictures (50) for each year's course. Each 50 cents net.

Golden Text Cards for each part (52) having text, title and blackboard sketch. Per part each 12 cents net.

One Year of Sunday-School Lessons. By Florence N. Palmer. MacMillan & Company, New York City. \$1.25.

SONG BOOKS FOR BEGINNERS

Kindergarten Chimes. By Kate Douglas Wiggin. Oliver Ditson Company, Boston, Mass. Paper, \$1.00; cloth, \$1.50.

Song Stories for the Kindergarten. By Mildred J. and Patty S. Hill. Clayton F. Summy Company, Chicago, Ill. \$1.00.

BOOKS ON CHILD STUDY

Hints on Child Training. H. Clay Trumbull, D. D. \$1.25. Chas. Scribner's Sons, New York City.

A Study of Child Nature. By Elizabeth Harrison. Chicago Kindergarten College, Chicago, Ill. \$1.00.

Children's Rights. By Kate Douglas Wiggin. Houghton, Mifflin & Company, Boston, Mass. \$1.00.

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Froebel's Educational Laws for all Teachers. By James L. Hughes. D. Appleton & Co., New York City. \$1.50.

Psychology and Physic Culture. By Reuben Post Halleck. American Book Company, New York City. \$1.25.

Studies in Childhood. By James Sully. D. Appleton & Co., New York City. \$2.50.

Symbolic Education. By Susan E. Blow. D. Appleton & Co., New York City. \$1.50.

The Story of the Mind. By J. Mark Baldwin. D. Appleton & Co., New York City. Cloth 35 cents net.

The Study of the Child. By A. R. Taylor, Ph. D. D. Appleton & Co. \$1.25.

Two Children of the Foothills. By Elizabeth Harrison. Sigma Publishing Company, Chicago, Ill. \$1.25.

Law and Love in Child Training. Emile Poulsson. \$1.00. Milton Bradley & Co., Springfield Mass.

BOOKS ON PRIMARY METHODS

Normal Outlines for Primary Teachers. By Mrs. W. F. Crafts. Eaton & Mains, New York City. 10 cents.

Open Letters to Primary Teachers. By Mrs. W. F. Crafts. Eaton & Mains, New York City. Paper, 50 cents. Cloth, \$1.00.

Practical Primary Plans. Revised and enlarged edition. By Israel P. Black. Fleming H. Revell Company, Publishers. Cloth. \$1.00 net.

The Primary Teacher. By Martha Van Marter. Eaton & Mains, New York City. 75 cents. This book contains helpful suggestions on methods of work and valuable recitations and services.

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PRIMARY TEACHERS' LIBRARY

Helpful books to be carefully read.

Art of Securing Attention. By J. G. Fitch. Art of Questioning. By J. G. Fitch. E. L. Kellogg & Co., New York City. 15 cents each.

Beckonings from Little Hands. By Patterson Du Bois. Dodd, Mead & Co., N. Y. 75 cents.

Great Truths Simply Told. By Geo. L. Weed. George W. Jacobs, Philadelphia, Pa. 35 cents net.

Handbook of Bible Study. By Marguerite Cook. D. C. Cook Publishing Co., Elgin, Ill. 15 cents.

Our Sixty-Six Sacred Books, or How Our Bible Was Made. By Rev. E. W. Rice, D. D. American Sunday-School Union, Philadelphia, Pa. 60 cents.

Picture Work. By Walter L. Hervev, Ph. D. Fleming H. Revell Company. 30 cents.

Seven Laws of Teaching. By J. M. Gregory. Pilgrim Press, Boston, Mass. 50 cents net.

Teaching and Teachers. By Henry Clay Trumbull, D. D. Charles Scribner's Sons, New York City. \$1.25.

Sunday School Success. Amos R. Wells. \$1.25. Fleming H. Revell Company, Publishers.

Three Years with the Children. Amos R. Wells. \$1.25. Fleming H. Revell Company, Publishers.

The Sunday-School Teacher. Prof. H. M. Hamill. 50 cents. Fleming H. Revell Company, Publishers.

Ways of Working. Dr. A. F. Schauffler. \$1.00. W. A. Wilde & Co., Boston.

The Natural Way. Four Modes of Nurture by Patterson Du Bois. Cloth, net, \$1.25. Fleming H. Revell, Publishers.

The Teacher and the Child. Elements of moral and religious teaching in the Day school, the Home,

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and the Sunday-School. H. Thiselton Mark. Cloth, net, 75 cents. Fleming H. Revell Company, Publishers.

The Bible in Lesson and Story. By Ruth Mowry Brown. United Society of Christian Endeavor, Boston, Mass. \$1.25.

The Place of the Story in Early Education. By Sara E. Wiltse. Gunn & Company, Boston, Mass. 60 cents.

The Point of Contact. Revised and enlarged. By Patterson DuBois. Dodd, Mead & Co., New York City. 75 cents.

The Primary Manual. By Marguerite Cook. D. C. Cook Publishing Co., Elgin, Ill. 15 cents.

The Shepherd Psalm for Children. By Josephine L. Baldwin. Fleming H. Revell Company, Publishers. 35 cents.

The Lord's Prayer for Children. Martha K. Lawson. Illustrated, cloth, net, 50 cents. Fleming H. Revell Company, Publishers.

The Teacher's Cabinet. By Marguerite Cook. D. C. Cook Publishing Co., Elgin, Ill. 15 cents.

SONG BOOKS FOR PRIMARY DEPARTMENT

Bible Study Songs, with Blackboard Suggestions. By Bertha Vella Borden. Pilgrim Press, Boston, Mass. 35 cents.

Childhood Songs. By Mira and Mabel Rowland. American Baptist Publication Society, Philadelphia, Pa. 25 cents.

Child Songs. By Boston Primary Union. Ward & Drummond, New York City. 10 cents.

Dew Drops. J. J. Hood, Philadelphia, Pa. 25 cents.

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Fresh Flowers. By Emma Pitt. Oliver Ditson Company, Boston, Mass. 25 cents.

Hymnal for Primary Classes. American Sunday-School Union, Philadelphia, Pa. 35 cents.

Infant Praises. J. J. Hood, Philadelphia, Pa. 25 cents.

Little Branches, Nos. 1, 2, 3, each containing 60 songs. By Chas. H. Gabriel. Meyer & Brother, Chicago, Ill. 15 cents each.

Little Pilgrim Songs. Mrs. W. F. Crafts. Biglow & Main, New York, City. 30 cents.

Little Folks' Song Service and Responsive Reading. Fleming H. Revell Company, Publishers. 20 cents.

Primary Exercises for Sunday-Schools. By Harvey C. Camp. Ward & Drummond, New York City. 10 cents.

Primary and Junior Songs for the Sunday-School. By Mari R. Hofer and Josephine L. Baldwin. Clayton F. Summy Company, Chicago, Ill. 40 cents.

Primary Songs, Nos. 1 and 2. D. C. Cook Publishing Company, Chicago, Ill. 25 cents each.

Sacred Songs for Little Beginners. Ward & Drummond, New York City. 35 cents.

Sacred Songs for Little Voices. By Wm. J. Kirkpatrick. Hope Publishing Company, Chicago, Ill. 12 cents, postpaid.

Songs and Hymns for the Primary Sunday-School. By Frederica Beard. Clayton F. Summy Company, Chicago, Ill. 25 cents.

Song and Study for God's Little Ones. Exercises and Songs. By Bertha Vella Borden. R. R. McCabe & Company, Chicago, Ill. 25 cents.

Songs for Little Folks. By Mrs. W. F. Crafts. Biglow & Main, New York City. 30 cents.

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Song Leaflets, 17 leaflets of choice songs. 3 cents each. Song Leaflet Scrap Book. Contains many of above songs and blank pages for more. Blackmer Music Company, Chicago, Ill. 30 cents, postpaid.

Song Stories. By Edith M. McCarty. Hall-Mack Co., Philadelphia, Pa. 25 cents.

Song Stories for the Sunday-School. By Patty S. and Mildred J. Hill. 17 songs. Clayton F. Summy Company, Chicago, Ill. 15 cents.

Special Songs and Services, No. 1 and No. 2. By Mrs. M. G. Kennedy. W. A. Wilde & Company, Boston, Mass. 45 cents each.

Sunday Songs for Little Children. By George E. Martin. Westminster Press, Philadelphia, Pa. 50 cents.

Sunny Songs for Sweetest Singers, Nos. 1 and 2. Neal Brothers, Marion, Ind. 10 cents each.

The Christ Child in Art and Song. By Mari Hofer. Clayton F. Summy Company, Chicago, Ill. 20 cents.

The Primary Sunday-School Hymnal, 150 songs and Orders of Service. Heidelberg Press, 1308 Arch St., Philadelphia, Pa. 35 cents.

SONG-ROLLS

Primary Song Cluster, Nos. 1 and 2. 3x4 feet. Twelve songs in large type. D. C. Cook Publishing Co., Chicago, Ill. \$1.00 each.

The Bible Lesson Song-Roll. By Bertha Vella Borden. Twenty songs, music and words. Providence Lithograph Co., Providence, R. I. \$2.00.

SERVICES AND CONCERTS

Anniversary Services, and Rally Day Service, Easter and Christmas. By Mrs. Otis Atwood. Henry

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D. Noyes & Company, Boston, Mass. 5 cents each.
Send for catalogue.

Concert Exercises for Primary and Junior Departments. By Mrs. Otis Atwood. Henry D. Noyes & Co., Boston, Mass. 5 cents each.

Primary Exercises for Sunday-School. By Harvey C. Camp. Henry D. Noyes & Co., Boston, Mass. 10 cents.

Primary Programs and General Exercises. By Marguerite Cook. D. C. Cook Publishing Company, Chicago, Ill. 15 cents.

Primary Teachers' Friend. By Mrs. Otis Atwood. Henry D. Noyes & Company, Boston, Mass. 15 cents.

A Wall Roll for Primary Teachers'. Seed for Springtime Sowing. Fleming H. Revell Company, Publishers. 75 cents.

Recitations, Song and Story. By S. V. R. Ford. Eaton & Mains, New York City. 25 cents.

The Sunday-School Primary Teachers' Manual. By Louise Ordway Tead. Pilgrim Press, Boston, Mass. 35 cents, paper 25 cents.

BOOKS OF RECITATIONS AND DIALOGUES

Exhibition Days. Mrs. Mary B. C. Slade. Sunday-School Entertainments. Mrs. Mary B. C. Slade. The Children's Hour. Mrs. Mary B. C. Slade. DeWolfe, Fiske & Company, Boston, Mass. 50 cents each.

New Juvenile Speaker. By Henry A. Young. DeWolfe, Fiske & Company, Boston, Mass. 20 cents.

The Penn Publishing Company, Philadelphia, Pa., publish a large number of Books of Recitations suit-

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able for Sunday-School entertainments. Send for a catalogue.

BLACKBOARD HELPS

Illustrated Blackboard Sketching. By Bertha Heintz. E. L. Kellogg & Company, New York City. 30 cents.

Pictured Truth. By Rev. R. F. Y. Pierce. Fleming H. Revell Company, Publishers. \$1.25.

Plain Uses of the Blackboard and Slate. Revised and Enlarged. By Rev. and Mrs. Wilbur F. Crafts. Eaton & Mains, New York City. \$1.00.

The Blackboard Class. By Florence H. Darnell. W. A. Wilde & Company, Boston, Mass. 25 cents.

The Blackboard in the Sunday-School. By Henry Turner Bailey. W. A. Wilde & Company, Boston, Mass. 75 cents.

The Blackboard in the Sunday-School. H. T. Bailey. 75 cents, net. W. A. Wilde & Co., Boston.

Chalk: What We Can Do With It. Practical Work with Chalk and Blackboard. By Ella N. Wood. Illustrated, net, 75 cents. Fleming H. Revell Company, Publishers.

BLACKBOARDS

A Class Screen and Blackboard Combined. Very fine to screen a primary class in a corner. Sizes 60x99, \$4.00; 72x108, \$5.50.

Flexible Blackboard to Roll Up, cloth slated on one or two sides. 15 cents a square foot. Sizes from 2x2 ft. to 4x7 ft.

Kindergarten Blackboard. 22x50, \$2.50.

The Semelroth Endless Band Blackboard. An endless band of blackboard cloth, running on two

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rollers. Size 50x60, \$12.50. 38x42, \$10.50. Also other sizes and prices.

Blackboard supplies of all kinds. Send for catalogue to American Blackboard Company, 202 N. 2d St., St. Louis, Mo.

SUPPLEMENTAL LESSONS

Outlines of Graded Supplemental Lessons for the Elementary Departments of the Sunday-School. Arranged by the Central Committee of the International Primary Department. Send to Mrs. J. W. Barnes, Newark, N. J.

International Primary Department.

By George W. Pease :

No. 1. Books of the Bible. For Primary and Junior, with Blackboard designs. 10 cents; by mail, 11 cents.

No 2. Old Testament History. For Junior Department, with Object Lessons. 10 cents; by mail, 11 cents.

No. 3. New Testament History, with Illustrations. All published by Eaton & Mains, New York city. 10 cents; by mail, 11 cents.

Symbols illustrating Pease's books. 50 cents per set.

By Rev. Loramus E. Hitchcock :

1. Life of Jesus. 5 cents.
 2. Studies of the Bible. 5 cents.
 3. Bible Geography. 5 cents.
 4. Bible History. 5 cents.
 5. History of Christian Church. 5 cents.
- Eaton & Mains, New York City.

By Israel P. Black :

1. First Steps for Little Ones. 3 cents.
2. Books of the Bible for Beginners. 3 cents.

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3. Hand Book of Supplemental Lessons for Beginners and Primary Grade. 5 cents.

4. Hand Book of Supplemental Lessons for Junior Grade. 5 cents. Presbyterian Board of Publication and Sabbath-School Work, Philadelphia, Pa.

The Ten Commandments. Lessons for Primary and Junior Grades. By Lucy G. Stock. Henry D. Noyes & Company, Boston, Mass. 5 cents.

PROMOTION SERVICES

Primary Graduating Exercise. By Israel P. Black and E. E. Hewitt. Presbyterian Board of Publication, Philadelphia, Pa. 5 cents.

Promotion Exercises from Primary to Junior. By Mrs. Otis Atwood. Henry D. Noyes & Company, Boston, Mass. 5 cents.

Promotion Diplomas and Certificates, Beginners, Primary and Junior. By Israel P. Black. Presbyterian Board of Publication and Sabbath-School Work, Philadelphia, Pa. 5 cents each; 25 cents per doz. Send for samples.

Promotion Diplomas and Certificates, a large variety. Dietz & Marshall Company, Chicago, Ill. Send for catalogue.

TEMPERANCE

Blackboard Helps. By Mrs. Linnie Gee Finney. Blackboard Lessons. 25 cents.

Blackboard Temperance Lessons. Nos. 1-5. By Mrs. W. F. Crafts. 10 cents each.

Juvenile Temperance Reciter. Nos. 1-5. 10 cents each.

Marching Songs for Young Crusaders. Women's Temperance Publication Association, Chicago, Ill. No. 1 and No. 2, 10 cents each; No. 3, 15 cents.

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Our Cider Entertainment. By Julia Colman. 10 cents.

Rallying Songs for Young Teetotalers. National Temperance Society, New York City. 15 cents.

Temperance Badges, Medals and Pledges. National Temperance Society, New York City.

Temperance Hand Book for Speakers and Workers. By Julia Colman. 40 cents.

Temperance Helps for Primary Teachers. By L. Mabel Freese. Lessons and Recitations. 50 cents.

Temperance Literature, Services, Badges, etc., of every description. Send for catalogue to Women's Temperance Publishing Association, Chicago, Ill.

Tour Around the World Among the Temperance Brownies, with Blackboard Illustrations. By Mrs. W. F. Crafts. 10 cents.

BIBLE PICTURES

Brown's Famous Pictures. Size $5\frac{1}{2} \times 8$. 1 cent each, 120 for \$1.00. Send 2 cents for a catalogue of 2,000 subjects. Geo. P. Brown & Company, Beverly, Mass.

Cosmos Picture Co., New York City. Large sizes 9×15 , 10×13 , 4 for 25 cents, 20 for \$1.00. Small sizes, $6 \times 8\frac{5}{8}$, 10 for 25 cents, 50 for \$1.00. Send for catalogue.

Reproduction of the Master Pictures of the World. Size of card, 6×8 inches. W. A. Wilde & Company, Boston, Mass. 1 cent each in lots of 10 or more. Send for catalogue.

Scripture Cartoons. 45×35 inches. In colors. Twenty-one pictures. Very beautiful. Will serve to decorate a wall and at the same time teach Bible truths. Fleming H. Revell Company. \$1.00 each. Mounted on Stretchers, \$2.50.

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The Perry Pictures Company, Malden, Mass. 1,600 subjects. $5\frac{1}{2} \times 8$ inches. 1 cent each for 25 or more. Send 2 cents for catalogue.

The Union Press, 1122 Chestnut St., Philadelphia, Pa. 112 subjects. Size 6×8 inches. 1 cent each in lots of 12 or more. Send for catalogue.

ROLL BOOKS, RECORD BOOKS, ATTENDANCE CARDS

Dietz Individual Record Book; Eiler's Primary Teacher's Record. No. 1, cloth, 20 cents per copy; No. 2, 175 names, cloth, 35 cents per copy; Excelsior Primary Class Record, 20 cents per copy, by mail, 22 cents; Meyer's Primary Class Register. 324 names, attendance and collection, 25 per copy; Walter's Primary Teacher's Class Book. 24 pages. Each, 10 cents, by mail, 12 cents. Dietz & Marshall Company, Chicago, Ill.

New International Primary and Junior Record Book. By Mrs. Mary E. Hatcher and Mrs. J. A. Walker. The Griffith and Rowland Press, Philadelphia, Pa. 50 cents.

Primary Attendance Punch Cards. Dietz & Marshall Company, Chicago, Ill. \$1.00 per hundred.

Souvenir Attendance Certificate Stamps. One sheet of 100 stamps with two souvenir cards. Theodore M. Hammond, Milwaukee, Wis. 5 cents.

REWARDS

The following Books and Articles make acceptable rewards.

Books. By Charles Foster.

Bible Pictures and What They Teach Us. Cloth, \$1.50.

First Steps for Little Feet. Cloth, 75 cents.

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Story of the Bible. Cloth, \$1.50.

Story of the Gospel. Cloth, 75 cents.

George W. Jacobs & Company, Philadelphia.

Books. By George L. Weed:

The Old Testament for the Young.

A Life of Christ for the Young.

A Life of St. Paul for the Young.

A Life of St. John for the Young.

A Life of St. Peter for the Young.

George W. Jacobs & Company, Philadelphia, Pa.

Each 60 cents net.

Dear Old Stories Told Once More. By Faith Latimer. American Tract Society, 150 Nassau St., New York City. \$1.00.

Dissected Cards, Lord's Prayer, Twenty-Third Psalm and Beatitudes. Beautiful for rewards. S. C. Hale & Son, Cleveland, Ohio.

Gold and Silver paper Fish for new scholars, also a large variety of cards for special days. The Tablet and Ticket Company, Chicago, Ill. 60 cents per 100, 35 cents for 50.

Scripture Text Buttons and Souvenir Buttons. 12 designs and texts. American Sunday-School Union, 1122 Chestnut St., Philadelphia, Pa. 10 cents for 12.

Sunday-School Medals of all kinds. H. Taylor, 1943 Van Pelt St., Philadelphia, Pa. Send for descriptions.

GEOGRAPHY AND MAPS

Bible Geography for Schools. A very useful book for Junior Scholars. Board of Publication of the General Council Evangelical Lutheran Church, Philadelphia, Pa. 75 cents.

Appendix

Manual of Biblical Geography. By Rev. J. L. Hurlbut, D. D. Very useful. Rand, McNally & Company, Chicago, Ill. \$1.75.

McKinley Outline Maps of the Scripture World, to be Traced and Filled in. $10\frac{3}{4} \times 7\frac{5}{8}$; $7\frac{5}{8} \times 5\frac{3}{8}$ inches. 75 and 50 cents per 100. McKinley Publishing Co., Philadelphia, Pa.

Tunnison's Series of Sunday-School Maps. 64×44 inches. Palestine, Jerusalem, Holy Land, \$5.00 each. St. Paul's Journeys. \$2.00. Tunnison & Company, 850 Blake Ave., Brooklyn, N. Y.

Revell's Map of Old Testament Palestine.

Revell's Map of New Testament Palestine.

Revell's Map of St. Paul's Journeys.

Mounted on Linen, each, \$1.50. Fleming H. Revell Company, Publishers.

BIRTHDAY CARDS

Birthday Cards. A large variety. Send for catalogue. Dietz & Marshall Company, Chicago, Ill.

Hoffman Birthday Cards, Series 1, 2, 3, 4. Four kinds assorted. Also other kinds. Henry D. Noyes & Company, Boston, Mass. 3 cents each, 25 cents per dozen, \$2.00 per hundred.

MISSIONARY

Missionary Talks for Primary Classes. Price 5 cents. Women's Baptist Foreign Missionary Society. Tremont Temple, Boston, Mass.

Missionary Triumph, a collection of songs. The John Church Company, Cincinnati, Ohio. 35 cents.

Mission Band Helper: Dialogues and Recitations. United Presbyterian Board of Publication, 55 Ninth St., Pittsburg, Pa. 55 cents.

Money Collection Devices. Send for catalogues to

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Dietz & Marshall Co., Chicago, Ill., and MacCalla & Co., Philadelphia, Pa.

Over Sea and Land. A monthly magazine for children. Prepared by Woman's Foreign Missionary Society, Walnut and Juniper Sts., Philadelphia, Pa. 35 cents a year.

CHILDREN'S MEETINGS

Helpful Sermons and Blackboard Outlines

Attractive Truths in Lesson and Story. By Mrs. A. M. Scudder. Fleming H. Revell Company, Publishers. \$1.25.

Children's Meetings and How to Conduct Them. By Lucy J. Rider and Nellie M. Carner. Fleming H. Revell Company, Publishers. Paper, 50 cents; cloth, \$1.00.

Children's Meetings. Their Purpose. By Marguerite Cook. D. C. Cook Publishing Co., Chicago, Ill. 15 cents.

Object Lessons for Children. By Rev. C. H. Tyn-dall, Ph. D. Fleming H. Revell Company, Publishers. Cloth, \$1.25.

Object Lessons for Junior Work. By Mrs. Ella N. Wood. Fleming H. Revell Company, Publishers. Cloth, 50 cents.

Object Sermons in Outline. By Rev. C. H. Tyn-dall, Ph. D. Fleming H. Revell Company, Publishers. Cloth, \$1.00; paper, 50 cents.

The Children's Prayer. Addresses on the Lord's Prayer. By James Wells, D. D. Fleming H. Revell Company, Publishers. 75 cents.

Three Years with the Children. By Amos R. Wells. Fleming H. Revell Company, Publishers. \$1.25.

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The Bible Lesson Leaflets, First Series. Seven four-page leaflets. A simple outline of Bible history. "The Four Arches of Bible History," and the geography of Palestine. Seven numbers. By mail, 3 cents. Eaton & Mains, New York City.

The Bible Lesson Leaflets, Second Series. Eight leaflets on Old Testament characters. By mail, 4 cents. Eaton & Mains, New York City.

The Bible Lesson Leaflets, Third Series. Seven leaflets on the life of St. Paul. Seven numbers. By mail, 3 cents. Eaton & Mains, New York City.

The Young Travelers' Class. Seven leaflets on studies in the Land of Palestine. Seven numbers, 10 cents; two or more sets, by mail, 8 cents. Eaton & Mains, New York City.

Walks and Talks with Jesus. Eight leaflets on the life and work of Christ. Eight numbers, 10 cents; two or more sets, by mail, 9 cents. Eaton & Mains, New York City.

New Testament Leaflets. Seven numbers on the books of the New Testament. 10 cents per set; two or more sets, 7 cents per set; by mail, 8 cents. Eaton & Mains, New York City.

Talks about the Bible Story. Seven leaflets on the history of the Bible, with maps and illustrations. 10 cents per set; two or more sets, 7 cents per set; by mail, 8 cents. Eaton & Mains, New York City.

N. B.—A sample set of all the eight series of lesson leaflets in the above list, 54 numbers in all, will be sent to any address, postpaid, for 50 cents.

APPLIANCES

Birthday Bank. 5 inch glass globe, 5½ inches high, nickel-plated stand. Dietz & Marshall Company, Chicago, Ill. \$1.25.

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Bool's Bible Cabinet. Thirty-six articles referred to in the Bible. \$2.75. 17 of these in glass bottles, \$1.50. Anise, Coriander, Frankincense, Tares, etc. Single articles, 15 cents each. Rev. A. M. Bool. Everett, Mass.

Dietz Lock Bank. $3\frac{3}{4}$ inches high. Dietz & Marshall Company, Chicago, Ill. 35 cents postpaid.

Dietz Song Roll, Nos. 1 and 2. A revolving cylindrical frame holding several sheets of stenciled songs. Very useful. \$15.00 complete. Send for catalogue.

Kindergarten Sewing Cards. By Mrs. W. F. Crafts. Ward & Drummond, New York City. 40 cents a year, 10 cents per quarter.

Picture Roll Bracket. To suspend the picture roll from the wall. Heidelberg Press, Philadelphia, Pa. 25 cents, postpaid.

Sand Table, Geyer's Adjustable. 24x36 inches, to rise from 28 to 40 inches, adjusted at any angle. Wm. M. Geyer, Norristown, Pa. \$6.00. Express not paid.

Scripture Text Chain. Colored Cards containing the Golden Text. Ward & Drummond, New York City. 12 cents a year, 3 cents a quarter.

The Commandment Number Cards. For sewing. Ward & Drummond, New York City. 5 cents per set.

Dietz Song Roll Cabinet. Map and Chart holder, with a first-class reversible blackboard. A very complete and valuable appliance. \$25.00. Dietz & Marshall Company, Chicago, Ill.

Oriental Articles: The Ark of the Covenant, \$1.00, not prepaid; Candlestick, 35 cents, not prepaid; Table of Shewbread, 75 cents, not prepaid; Lamp, 35 cents; postage, 14 cents; Phylactery or

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Frontlet, 10 cents, prepaid ; House.—This is a compact cardboard model of an Eastern house at the time of the New Testament. It can be set up or taken apart in two minutes' time, 50 cents ; postage, 14 cents ; Bible Geography Symbols, 15 cents, prepaid ; Altar of Incense, 35 cents ; postage, 8 cents ; Folding Cubit, 25 cents ; postage, 5 cents ; Sunday-school Blocks, \$1.00. MacCalla & Company, Philadelphia, Pa.

Printing Outfit for printing songs and Scripture verses. A complete set of rubber stamps. Letters $1\frac{1}{2}$ inches in size, with everything needed. \$4.50. Dietz & Marshall Company, Chicago, Ill.

Sunday-school Thermometer. To increase the attendance. Made of strong paper, 10 x 40 inches, with large, plain figures. \$1.00. MacCalla & Company, Philadelphia, Pa.

Wilson's Gummed Letters and Figures. Very useful. 25 sizes. Red, white, black. Different prices. The Tablet & Ticket Company, Chicago, Ill.

LESSON PICTURE CARDS

International Series. By Harris, Jones & Co., Providence, R. I. For sale by Denominational Publishing Houses. 12 cents a year.

Lesson Picture Cards. D. C. Cook Publishing Company, Chicago, Ill. 10 cents a year.

Lesson Picture Cards. W. A. Wilde & Company, Boston, Mass. 12 cents a year.

Morning Star Symbols—Pictures copied from Masterpieces. Size of cards $4 \times 4\frac{1}{2}$. New designs. Quarterly. 5 cents a quarter. Morning Star Publishing Co., Boston, Mass.

The Church Lesson Card (Episcopalian). Published by Geo. W. Jacobs, Philadelphia, Pa. 12 cents a year.

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UNDENOMINATIONAL LESSON HELPS

Quarterly

Pocket Quarterly. Primary and Kindergarten Lessons, by Mrs. W. F. Crafts. Ward & Drummond, New York City. 40 cents a year.

Primary Sunday-school Teacher. Primary Lessons, by Mrs. Marguerite Cook and Frank Hamilton. Quarterly. D. C. Cook Publishing Co., Chicago, Ill. 50 cents a year.

The Junior Sunday-school Quarterly. Teachers' Edition, by Mrs. M. G. Kennedy. W. A. Wilde & Co., Boston, Mass. 40 cents a year.

Monthly

Sunday-school World. Primary Lessons. Monthly. American Sunday-school Union, 1122 Chestnut Street, Philadelphia, Pa. 50 cents a year.

The Sunday-School Lesson Illustrator. Primary Lessons. Monthly. Fleming H. Revell Company, Publishers. 60 cents a year.

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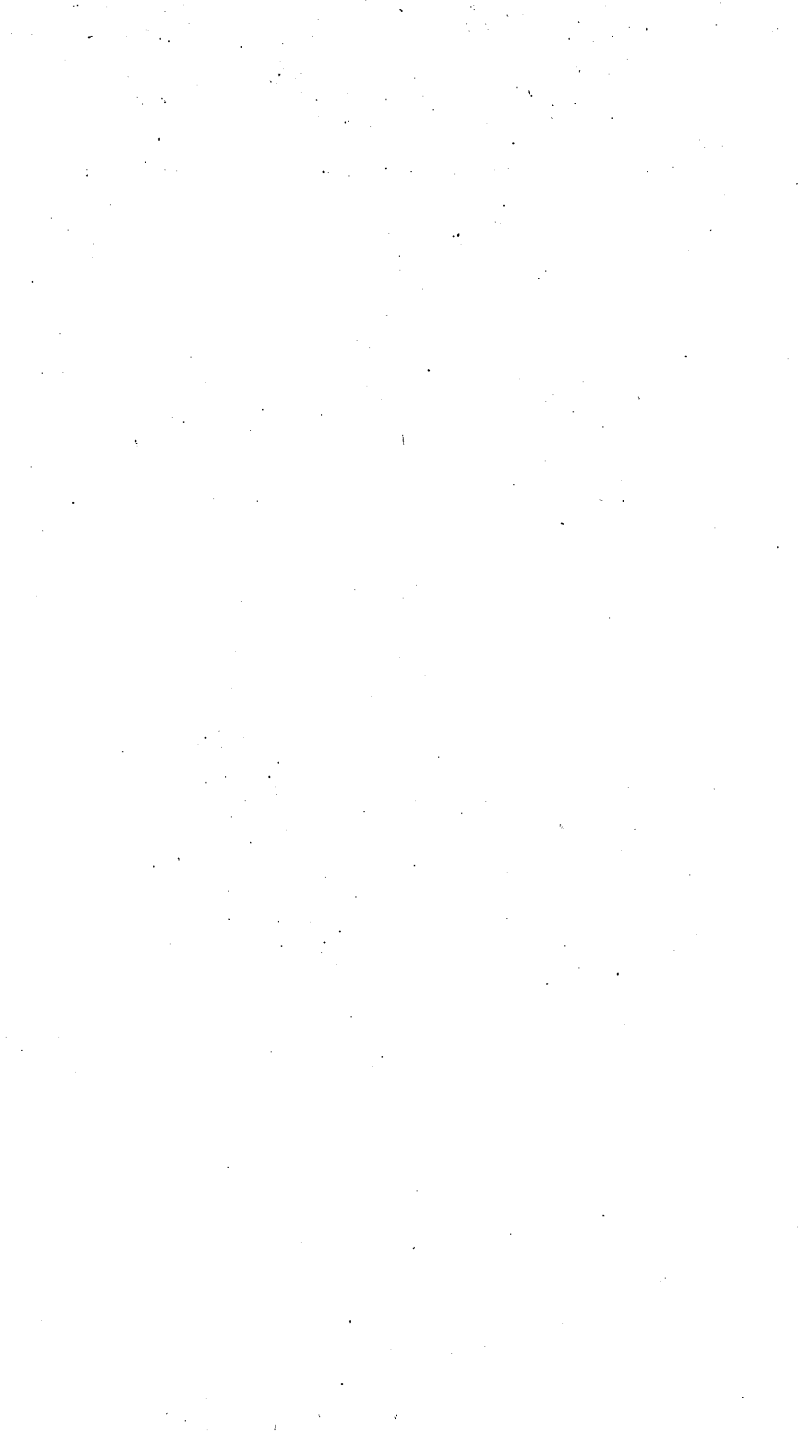
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